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DEVELOPING READING SKILLS THROUGH DIGITAL MULTI-ENDING STORIES IN AN
EXTENSIVE READING PROGRAM.

BY

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RESEARCH STUDY

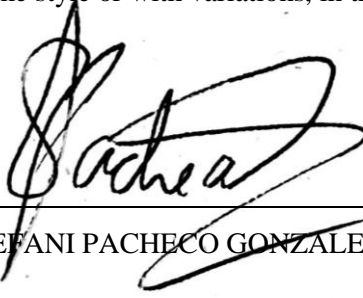
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AFFIDAVIT

I, Stefani Pacheco, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.

A handwritten signature in black ink, appearing to read 'Stefani Pacheco', is written over a horizontal line.

STEFANI PACHECO GONZALEZ

Abstract

This paper aims to determine the possible effects that the use of multi-ending e-books in an extensive reading program has in Uninorte students that are enrolled in level III, specifically in regards to the enhancement of reading skills (identifying the main idea, identifying details, and making inferences). To do this, 44 students were asked to participate in an extensive reading program during a period of 34 hrs. These students had the opportunity to choose from 10 different multi-ending stories in a pdf format, and they got 6 hours during the class to read, aside from the period they could have read at home.

The research tools used were a pre and a post vocabulary questionnaire, two focus groups, and the results obtained in an extensive and intensive reading test. The results showed that the use of multi-ending e-books has positive effects awakening students' interest, but not such positive results in the development and improvement of the reading skills that the course aims to enhance. Furthermore, it showed that the time used to develop reading skills is a strong variable that affects student's performance and engagement.

Key words: Reading skills, extensive reading, e-books, multi-ending stories, offline material, intensive reading, and reading comprehension.

Dedication

To my family whose constant support have served as fuel for my hard work.

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I would like to thank Karen Villalba for her clear and practical tutoring. It was a pleasure and an honor to work with someone as diligent, humble, and open to suggestions as her. I have learnt a lot during this process and one big part of that is thanks to her.

I would also like to encourage other teachers to continue looking for answers, trying and doing research. It is curiosity what opens the doors for great improvement, and that is what teaching is about: Improving!

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Introduction

1.1 Description of Context

Language education has had a long process in the last decades in Colombia. The first policy that attempted to answer to the need of including a strategy for foreign language teaching was the English Syllabus. By providing an English syllabus for 6-11 grades, this English syllabus was proposed in 1982 by the British council, the Centro Colombo Americano, and ministry of education to fix the lack of coordination and clear objectives in schools, enhance student's low proficiency level, and supply updated material (Valencia, 2007).

However, this effort soon faced shortcomings that would assure its failure, so then the government tried to offer the Colombian framework for teaching. This project lasted between 1991 and 1996, and it was a second two-party agreement between the national government and the British council to introduce Universities to the notions of reflective teaching and research, offer a general framework, and sell teacher preparation courses (Usma, 2015). So, this is why the Universities started to change their curriculum and adapted their teaching policies to adapt to this project and the British council's' framework.

Later in 2005, the National Plan of Bilingualism was proposed and it aimed to change schools, informal education, and Universities (Usma, 205). The program per se aimed to make Colombian students bilingual by 2019. Needless to say the concept of 'bilingualism' would be later re-evaluated and changed to 'foreign language teaching' to suit better the real context.

After two main changes, Colombia's ministry of education is now led by the program of bilingualism: "Colombia Bilingue (2014 -2018)". This program was built under the instrumental principles that (1) knowing a foreign language is a comparative and competitive

benefit; therefore (2) it is something that primary and high school students in Colombia need to have. The suggested goals that must be accomplished in Colombia's National Program for Bilingualism are that (MEN, 2016):

- Students from high school would start at an A1 level and reach a B1.3
- Students who graduate from undergraduate programs should reach a B2 level of English proficiency.

Parallel to these events in the Colombian educational system's history, La Universidad del Norte Establishes a language graduation requirement in 1995 and adopted the Common European framework. The language institute was changed to a language department in 2015, and it is currently working to have its undergraduate students reaching the B2+ by the end the 8 courses that it offers. Through these 8 levels, undergraduate students are divided into different English programs depending on their major. Therefore, students can be taking English for specific purposes (ESP) or General English.

This research paper in particular focuses on students that are taking level III in the program for General English. This course can be taken by different students regardless of their age, although they usual ages are between 17 and 19. Students who take this level are expected to develop the four skills: reading, speaking, writing, and listening in a range of 64 hours and they are supposed to reach a low intermediate level (B1.1).

Based on the curriculum, The learning goals indicate that students are expected to:

- Understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. with some difficulty.
- Deal with most situations likely to arise while in an area where the language is spoken but with some difficulty.
- Produce simple connected text on topics which are familiar or of personal interest with some difficulty.

- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans with some difficulty.

While the learning outcomes are the following ones: (1) Firstly, in regards of reading skills, students should be able to distinguish key details that support author's purpose, and recognize the main argument of an opinion text; (2) Secondly, in regards of writing, learners should be able to write a well-organized basic opinion paragraph on familiar topics, Use appropriate mechanics: capitalization and punctuation, and use simple, compound and complex sentences; (3) thirdly, considering listening, students should be able to identify main ideas and specific details of longer talks on familiar topics, and Infer points of view, attitudes, and emotions; (4) lastly, referring to speaking, students should be able to ask for and respond to opinions, and express agreement and disagreement using simple and formulaic language.

Students in this context have summative assessments. These are 5 different exams, and each equals to 20% of their final grade. Four of these exams evaluate the four skills separately, as the curriculum is skill based; while the final exam assess the four skills combined. The grades students get from these exams go from 0 to 5, and 3 is the minimum passing grade for all the exams. Besides this, it is important to add that their average grade in General English courses do not affect their GPA, but it can affect other academic aspects. Failing an English class can have them pay an academic penalty, where the smallest one is to repeat the course and the highest can be keeping them from taking other courses from their major, delaying their graduation, or stopping them from doing their internships.

1.2 Research Problem

Students from level III in this specific context lack opportunities to engage in meaningful learning activities outside of the classroom. As stated before, their contact with EFL is merely foster as an instrumental tool from the political and social constructed

perspective in which the Ministry of education attempts to aim and built its Foreign Language politics. Similarly, Uninorte's EFL program has learners in level III focusing in summative assessments. Thus, the program usually does not include formative assessment, such as Extensive Reading Programs (ERP).

Therefore, it is possible to consider that extensive reading programs (ERP) could have a relevant impact in Uninorte's level III EFL courses. This is because ERP is known for fostering the enhancement of reading skills, the recognition of language redundancy in texts, raise in students' motivation, increase autonomy and ownership of the learning process, and create opportunities to consolidate previous learning in young learners and lower language levels (Rao et al, 2016). This can allow to engage students in meaningful learning opportunities that lead to long term learning, since, as Kumaravadivelu (2003) states, a key factor for ELL is to enmesh students in meaningful learning experiences that can be used outside of the ELL classroom.

On this same line of thought, reading stories for pleasure can aid learners improve at their own pace while expanding their vocabulary, reinforcing structures indirectly and enhancing language understanding (Bamford & Day, 2002). Furthermore, Bamford and Day (2002) state that when learners experience the opportunity to read stories that they find interesting, it is possible for them to develop the habit of reading outside the classroom in an L2. This is how, by offering students the opportunity to read fictional stories, there can be possible a raise in students' learning autonomy outside of the classroom while having them separating the perception of learning an L2 with something unpleasant or merely summative.

Thus, it is relevant to study the possible effects an extensive reading approach in Uninorte Level III student's.

1.3 Research questions

On this line of thought, this research will be constructed around the following questions:

Main question:

- To what extent does the use of digital multi-ending stories in an extensive reading program increases undergraduate Uninorte students' **level III reading skills** in comparison with an offline intensive reading approach?

1.4 Objectives

General Objective: This research proposal intends to determine the effects on students' reading skills when using multilinear stories in a digital format in an extensive reading program for undergraduate Uninorte students in a level III English course.

Specific objectives:

- To compare the effects of implementing digital multi ending stories (e-books) for the enhancement of three reading skills in Uninorte students who are taking level III in the General English program in comparison to a group of level III students who were only exposed to offline reading and Intensive Reading (IR).
- To analyze the effects of digital multi ending stories (e-books) in an extensive program for vocabulary gain and its effects on reading comprehension in Uninorte students that are taking level III in the General English program.
- To analyze the effects of digital multi-ending stories (e-books) in an extensive reading program in Uninorte students' interest in reading.

Theoretical Framework

In the following chapter, I will talk about the theories behind this research paper and other studies that have been done about Extensive Reading and the use of e-books in general teaching practices.

2.1 Academic background

There have been many studies that have researched about the effects of extensive reading (ER) in L2 courses. For instance, Al-Homoud and Schmitt (2009) studied the possible effects that Extensive Reading could have in comparison to an intensive method in terms of learners' improvement in reading comprehension ability, reading speed, and vocabulary gain. Furthermore, Al-Homoud and Schmitt (2009) wanted to see if there is any differences between the attitudes of learners participating in an extensive reading program vs. a traditional Intensive Reading (IR) program.

The results of this study indicated that there was little gain regarding reading comprehension, although they attributed it to the short period of time that the study had. Besides that, comparing extensive reading with intensive reading, indicated them that the group that used extensive reading had a more significant improvement in students attitudes towards L2. On the other hand, there was progress in reading speed in both groups, but it was more significant in the extensive reading group. Finally, there was no difference in the results regarding vocabulary improvement. Therefore, Al-Homoud and Schmitt concluded that ER is as good as IR in most of the aspects, and it can even be more enjoyable for ELL.

Another research was made by Ghanbari and Marzban (2014). Their study focused mainly on evaluating the results of ERP and the development of vocabulary. Ghanbari and Marzban (2014) applied the instrumentalist hypothesis which is defined as the causal connection between one variable and a specific result. Their research tried to solve the gap

between students scope of vocabulary and reading texts. It also attempted to answer the question: Does extensive reading have any effects on the development of incidental vocabulary retention among Iranian intermediate EFL learners? Their results indicate that ER does offer fruitful learning opportunities in vocabulary acquisition.

Another research that was based on discovering which aspects of L2 seem to be affected more rapidly by the use of extensive reading was made by Yamashita in 2008. In this research, Yamashita (2008) considers that this is important since knowing the speed of different skills in ERP would lead educators to set more realistic outcomes for these programs. This may support the idea that ERP are stopped too early in the of learning process, thus, if some skills are developed slower than others, they are not being used as effectively as they could be.

Yamashita's research was applied in 38 university students who enrolled in the author's EFL reading class. In order to study the effects and results among these students, Yamashita used (1) the ERF placement test that was created by the Edinburgh project on Extensive reading, (2) The PPTs that are cloze tests, and (3) the ERT which was the only test available at the time to evaluate extensive reading skills constructed in the 1990s in Hong Kong. Two versions of these tests were used prior and after the program.

The results of this research show that reading abilities, such as reading speed and reading comprehension, are the first ones to develop. After ELL develop micro level linguistic abilities, however this former one is not as effectively develop as it could be in a form-focused class- specially with time constrictions. These results lead to acknowledge the relevance of studies that compare extensive reading programs and intensive reading program.

Considering this, some other authors can admit the potential that extensive reading has to improve vocabulary learning in L2 learners for specific contexts, however few ponder the debate in regards of the format that students should read. Considering the needs of this

kind of study, Daniel and Woody (2012) examined students' use and performance on a variety of print and electronic formats in the lab and at home. Their study focused on discovering if the usage of textbooks was more efficient in contrast to the usage of electronic textbooks. Furthermore, they wanted the increase of e-books had increased in regards of fiction genre, but not the usage of textbooks in ebook formats. In order to justify their research, Woody and Daniel (2012) took into account the fact that "humans in general are poor judges of how much they know" (p.21) and that students have shown in previous studies to hold to old learning habits, despite knowing that other learning strategies may be more efficient.

The study had placed in an University context with 298 undergraduate students from the psychology undergraduate program. The tools used were a program that reported the interactions, the use of students' journal to report the interaction with textbooks and e-textbooks (distractions, multitasking, learning strategies), a survey to collect information about motivation and attitude towards the material, and quiz and grades to compare the results (Daniel & Woody, 2012) . The results of this study showed that there was little difference between the results that students got in regards of learning, therefore it is understood that the use of e-textbooks do not impede learning. However, the students reported that they did get distracted or multitasked using the e-textbooks (e.g. going on facebook or other social media, using chats, browse the internet, etc.). Considering this the authors considered that herein students may actually be more benefited by the use of textbooks over e-textbooks, because there is no significant learning results between one and the other; but there is a significant difference between the time spent and the comfortableness that the students reported.

Similar results were found by Mulholland and Bates (2014), whose study wanted to identify the awareness and use or nonuse of e-books among academic staff in Ireland. It also

considers the perceived advantages and disadvantages of Ebooks, determines the preference between printed or electronic books, and attain an understanding of future trends for the effective promotion and marketing of e-books.

Bates and Mulholland (2014) found that despite the fact that people appreciate ebooks convenience, educators, administrative staff, and students tend to prefer the printed version of the books. Ebooks in academic areas have not been fully embraced by users. Furthermore, good awareness of e-books does not end in higher use of it. This dissatisfaction with e-books is directly linked to unawareness, accessibility and functionality issues, lack of knowledge, functionality issues, lack of knowledge, and accessibility to relevant titles. Therefore, a lot of guidance is required to lead to more realistic expectations and exploit of ebooks.

Similarly, Ali, Embong, Noor , Hashim, and Shaari (2012) also researched to understand the advantages and disadvantages of using e-books in the classroom and they concluded that ebooks can be successful if students are introduced to them as learning tools and to new learning strategies. Furthermore, parents have to adapt to the e-books, teachers need need to be trained and there needs to be constant maintenance of shells.

However, reading e-books can also vary depending on the device that students use to read. On the one hand, they can be read on the go if a learner is using a cellphone to read; while on the other hand they can also read e-books during classes in a computer lab. The decision of having students who participate in an ERP read in a computer may depend on the context, the needs analysis, and the possible resources a student has. However, the reaction students may have to read on computers can differ from the reaction they may have when reading on a Kindle. Khezrlou, Ellis , and Sadeghi (2017) studied this computer interaction in their research about the effects of computer-assisted glosses on EFL learners' vocabulary acquisition and reading comprehension in three learning conditions. This research aimed to investigate the effectiveness of three different learning conditions in the vocabulary

acquisition and reading comprehension in a multimedia environment. It had placed in an university context in which 99 students participated in computer based reading activities which included text pictures and audio glosses of the target language.

To collect data, Khezrlou, Ellis , and Sadeghi (2017) divided this group of 99 students in three different conditions. The first reading condition was Explicit learning condition (EIG). In this group students received explicit instructions about the language that they were expected to acquire by the end of the process, and the glossary that they could access through the reading. On the other hand, the second reading condition used in this research was the Intentional reading condition (+IC) where learners were instructed to check the multimedia glossed while reading the text- yet they were not explicitly told which words they had to focus on. Finally, the third and final group was exposed to Incidental conditions (-IG) where they were only informed about the glossary but they were not forced to use it, nor did they received any indication from the professor to focus on specific target language.

The results showed that there was a vocabulary gain for all the groups, regardless of their learning conditions. However, there was a significant advantage in EIG and +IG over -IG achievements, where the progress achieved by the EIG seemed to offer longer term knowledge, while the +IG seemed to have better results for reading comprehension; as it showed better results in the multiple choice tests. “Overall, the results of this study indicate that spending time on clarifying word meanings before reading a text that includes the targeted words and enriching the text with multimedia glosses results in the ability to express the meanings of new words and also facilitates general comprehension of the text” (Khezrlou, Ellis , and Sadeghi, 2017, p.115)

To conclude, a final research that served to provide an academic background and inspiration for the construction of this thesis paper was the study that took place in Tunja, made by Ruíz and Arias (2009). This study aimed to see the effects of applying an ERP in

motivation and language acquisition through the learning process of a group of level V students in La Universidad de Santo Tomás de Aquino. The tools used to collect information in this qualitative research were teacher's journal, student's oral reports, and interviews. The results of this last study made by Ruíz and Arias (2009) shows that the program per se decreased the lack of interests that students had in English language learning and allowed them to gain vocabulary that improved their language skills. However, similar to the previously mentioned studies, ERP faced issues regarding timing and the resources that students had access to.

These research set a background and a lead of where I should take this thesis and how to start my reading process to construct this theoretical framework. Now that the antecedents have been presented, it is necessary to continue with the theories over with this research paper has been built on. Thus, the first theory that I will talk about is reading and what how theory has define reading as a cognitive process.

2.2 Defining Reading

One of the most common definitions of reading is the one that describes reading as the recognition of words that allows the connection between information and prior knowledge in order to construct meaning from a written message (Day & Bamford, 2002). However, reading has had other different definitions that vary as much as the different kind of reading activities that can come to our head. Activities that range from reading comics to reading subtitles from a movie. These definitions of reading also vary depending on the perspectives that researches have or choose in order to better understand such complex process. These perspectives can be sociocultural, physiological, affective, philosophical, educational, and cognitive (Day & Bamford, 2002).

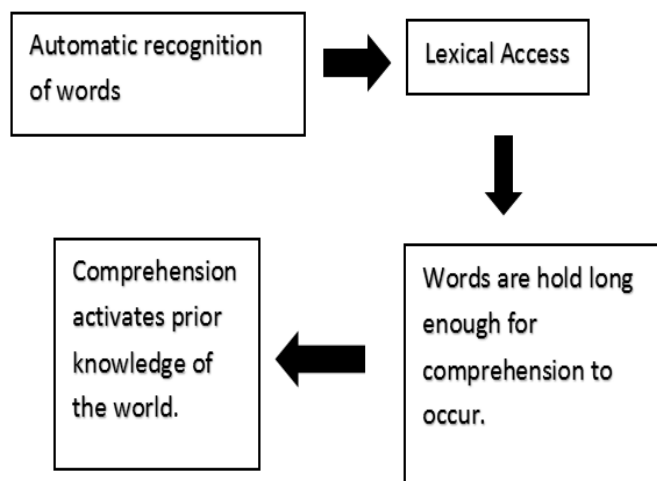


Figure 1. An illustration of Day and Bamford's (2002) reading process.

On this line of thought, this research will mainly focus on reading as a cognitive process. This cognitive perspective constructs the definition of reading based on observations, and refers to reading as a cognitive skill or process that relies on the interaction or appropriate subsequence of other

subskills (Yılmaz, 2016). This perception of reading as a cognitive process focuses on four different steps that readers go through when they read in their native language (Day & Bamford 2002).

As figure 1 illustrates, Day and Bamford (2002) explain the first step of reading as a cognitive process as the moment where a reader identifies every phonological representation of words in the text. This first recognition happens within seconds and does not mean immediate comprehension. Furthermore this visual recognition is also aside from the contextualization of words. However, it is a crucial moment in the reading process because it allows the reader to continue to the second stage.

In the second stage, the words that had been visually recognized are used to call for previous knowledge in the reader's memory. If this second stage lasts long enough, the comprehension of the words can occur (Day & Bamford 2002). However, if the reader is a beginner and spends too much time in the first stage of this cognitive process, it would not be able for him or her to continue to the comprehension of the orthographic representation of words. Herein it is possible to understand the reasoning behind multiple reading programs

and approaches that emphasise the importance of word recognition, memory and vocabulary in order to improve reading comprehension.

Finally, the last stage in this cognitive process is the moment the reader connects the words from the text with prior schema. This last stage is a key factor in the whole reading process because it is the moment where the text and the reader's information interact to build comprehension. Day and Bamford (2002) state that this is why the simple and random collection of vocabulary is not enough to construct meaning because reading is more than simple linguistic and vocabulary knowledge.

Now that comprehension per se has been illustrated as a process, it is relevant to state that its understanding as such only increases the number of questions in the reading comprehension field. One of these queries questioned by theories from the education and psychologist field targeted to explain or identify the parts on which successful comprehension relays on, while others focus on how language acquisition depends on the exposure to comprehensible input. On this line of thought, the first one refers to the schema theory, which states that the key factor for a successful understanding of the text is the prior knowledge and the organization of this prior knowledge that the reader brings to the interaction (Richgels, 1982). The second theory is the input hypothesis which states that the key to enhance language acquisition is comprehensible input (Krashen, 1992). These two theories are strong bases for the use and principles of extensive reading (Day and Bamford, 2002), thus in the following chapters I will explain these two constructs further.

2.3 Schema Theory

Comprehension per se is a complex topic that concerns educators in different areas. Due to that, it is only imaginable that such entangled topic had driven attention from multiple areas and caused the creation of a large amount of theories. The schema theory is one of the

three most important theories that attempt to explain learners' reading comprehension. This theory starts from understanding reading comprehension as a successful interaction between the reader and the text, and focuses mainly on prior knowledge as one of the most important parts of this interaction (Carrell & Eisterhold, 2012).

Richgels (1982) states that psychologists and theorist have presented Schema as a concept used to refer to the knowledge, or framework, that a learner has about certain topic. Once this knowledge is organized, it becomes schemata (An, 2013). This construct of Schemata is what those who believe in the schema theory think of as the key factor in the process of reading comprehension, while other theorists persist in the relationship message-prior knowledge as the real key for reading comprehension (Richgels, 1982).

On this same line of thought, there are three different kinds of Schemata that An (2013) emphasize:

- Formal schemata.

This kind of schemata refers to the previous knowledge that the reader has of the specific genre that is reading. It also includes the reader's knowledge of the structure that this genre usually presents.

- Content Schemata.

This kind of schemata refers to every the reader knows about the content of the reading per se. For instance, if the learner is reading about space missions, their comprehension will be affected by how much they know about the subject per se.

- Cultural Schemata.

This last kind of schemata refers to the cultural knowledge that the reader has as member of an specific group of people. For instance, how much a Colombian reader knows about how way simpler is the language used in English literature in

comparison to Spanish literature may affect how they understand books such as ‘how to kill a mockingjay’ (Day & Bamford, 2002).

2.4 Input Hypothesis

The schema theory is not the only theory that attempts to offer an answer of how and why students are able to comprehend certain information better than other. Another theory that has also attempted to offer a factors that support and enhance comprehension is the input hypothesis. This hypothesis states that the exposure to a comprehensible input is what allows students to acquire the language by exposing them to an ‘open’ input that contains a $i+1$ level of difficulty (Krashen, 1992). Moreover, this input not only allows learners to acquire more vocabulary, but it does it in such compelling way that learners usually forget that they are learning a second language (Krashen & Bland, 2014).

This hypothesis is based on the distinction between language acquisition and language learning and how appropriate input can be the difference between one and the other for English language learners. On the one hand, Harmer (1984) states that its differences lay on the consideration of language learning as the conscious and systematic gain of knowledge about a language that does not necessarily make the ‘learnt language’ accessible for the student to use at any moment . On the contrary, language acquisition refers to the subconscious process where learners make a language available for its use at any spontaneous situation (Harmer, 1984). Considering this difference, then an appropriate input shall aim to offer an environment that enhances the possibility for language acquisition instead of language learning.

On this line of thought, The input that we use in our classrooms plays an important role in learners’ language acquisition. Thus, the input that learners are exposed to must be engaging and compelling enough to allow learners to acquire new knowledge and improve their skills to communicate in a second language without a conscious or intense instruction of

the language (Faltis, 1984). Therefore, extensive reading per se bases considers the input theory among its principles.

Once reading is understood as a cognitive process, some scholars and researchers have offered a categorization of reading based on how educators have tried to use reading in the classroom. For instance, Ghanbari and Marzban (2014) state that, since reading is in tandem with the development of vocabulary and learner autonomy, it has traditionally been divided in two types: (1) *Intensive*, that refers to the practice of particular reading skills and the close linguistic study of text, and (2) *Extensive* which refers to reading a large quantity of text with the purpose of developing confidence and reading fluency. Additionally, Ghanbari and Marzban (2014) include *Oral reading*, that refers to reading aloud to develop correct pronunciation of the text, and *text translation* which focuses on correct translation of a foreign language with the study of an array of grammatical, lexical, and phonological points. This research will mainly consider the differences between the first two formerly types, thus both, intensive and extensive, will be explained in the following chapters.

2.5 Defining intensive reading

Reading to identify main ideas and details is constantly used in ESL classes. This method that aims to increase student's knowledge of language features and enhance their control of reading strategies in order to improve reading comprehension is what is called intensive reading (Nation, 2009). In nature, intensive reading is based on the idea that only performing the mechanics of reading does not immediately translate into reading comprehension, therefore teachers must guide their learners to have a close examination of the chunks in the text, its parts and how is organized (Parquette, 1952). Therefore, intensive reading provides an opportunity to expose students to specific language features and allows to deconstruct the text for better reading comprehension.

On this line of thought, there has been different scholars, such as Ghanbari and Marzban (2014) and Yamashita (2008), who have tried to see the effectiveness of intensive reading either as methods that can be compared in order to choose the more effective one. While there are others, like Nation (2009), who have seen Intensive reading and Extensive reading as complementary methods that would not be as effective without the existence of the other. Notwithstanding this disjunctive, intensive reading has its own principles which characterize Intensive reading. The first principle indicates that intensive reading focuses mainly on presenting chunks of language features that appear with high frequency in other texts (Nation, 2009). Similarly, the second principle indicates that intensive reading focuses on strategies that can be used with different texts (Carrell & Carson, 1997). In addition, Nation (2009) states that there are exercises that can be used to apply these principles. The exercises usually used for intensive reading are phonological questions, yes or no questions, comprehension questions, multiple choice questions, information transfer exercises, composition with the ideas, and true or false questions.

2.6 Defining extensive reading

On a different note, there has been multiple definitions given to extensive reading, specially because extensive reading does not usually mean the same in theory and in practice (Hedgcock & Ferris, 2009). One definition that can be used to begin understanding extensive reading is that one that defines extensive reading as teaching reading through exposing learners to a great quantity of texts (Day, 1993). This definition goes hand by hand with Palmer's definition that states that extensive reading is reading a book after book instead of just focusing on lines (Palmer, 1964). This indicates that, as Hedgcock and Ferris (2009) highlight, extensive reading characterizes for (1) having learners reading a high amount of reading, (2) having learners choose what they want to read, and (3) having learners read for pleasure pleasure.

On this line of thought, Extensive reading can be understood as a method that focuses on meaning instead of language features (Nation, 2009). It is usually used to develop fluency, increase vocabulary and motivate students to approach the language outside of the classroom (Rao & Babu, 2016). Under this light, Nation (2009) states that reading is presented to the students as a source of learning and enjoyment where the goal is to use reading for fun to reach other goals. Therefore *Extensive Reading* could be considered as an alternative to traditional methods to improve ESL teaching since it is mainly used to enhance reading comprehension and traditional methods (Rao & Babu, 2016).

Principles

There have been some quandaries regarding what extensive reading should or should not be. Some authors indicate that in order to use the extensive reading approach, extensive reading and intensive reading have to be applied as intertwined approaches that support one another; while others state that they can be two independent approaches (Hedgcock and Ferris, 2009). It is not hard to assume that different perspectives have proposed different principles. An example of these principles are proposed by Day and Bamford (2002).

1. The reading material must be adequate for the learners' level.

This means that if learners must be encouraged to select a reading material that is within their comfort zone and reading skills, for they may feel demotivated if they have to deal with texts that are extremely challenging for them.

2. The approachable reading material from which learners' can choose must be different and offer a wide range of topics.

By offering a large variety of texts, the extensive program is offering students the opportunity to choose from different topics, whether they are informative or entertaining. This allows them to approach different kinds of texts while enjoying the

process, for they can read whatever it is that they wish to read.

This last principle is perhaps one of the most questioned by those who follow and belief in the extensive reading approach (Hedgcock and Ferris, 2009). There is a constant debate because some scholars also argue that extensive reading can be done with a variety of texts selected by the professor and from where students can choose what to read. This aspect will be considered further in this research, because, as Hedgcock and Ferris (2009), there are constant difficulties when asking students to find appropriate reading material. For instance, if students are beginners and they are asked to choose reading material, this material may be too challenging for them.

3. Learners read as much as they can.

The purpose of an ERP is to have students reading a great number of books. This means that they must read as much as they can. For instance, if they have the time and resources, it would be advised to have learners read a book per week.

4. Learners must be able to choose what they want to read.

Since one of the characteristics of extensive reading is reading for the joy of reading, learners must have the option to pick which text they wish to read. Even if the material from which they pick is a collection of texts previously selected by their teacher, this principle must be kept; so that students can be motivated by having the freedom of reading what captivates their attention.

5. Learners are encouraged to read for pleasure or in order to gain knowledge.

In this sense, learners are asked to read for the same purpose as they would read in their first language. Therefore, the improvement of comprehension should be considered an outcome instead of a goal.

6. Reading happens for the sake of reading.

This means that students' shouldn't be assessed in the material that they read per se.

They can be asked to do some activities to check for understanding, but these activities shouldn't be graded. This is done so that reading through the ERP can resemble the process of reading in real life.

7. Reading is done at a high speed.

Different from intensive reading, extensive reading provides students the opportunity to read at a high speed because (ideally) they are in a situation where they are eager to continue reading and becoming more fluent readers while they continue reading.

8. Reading is done in silence and individually.

Reading silently allows learners to have moments of introspection, therefore reading in extensive reading programs must be done in silence. This will allow readers to interact with the text and see how reading fits into their life and minds.

9. Learners can receive guidance from their teacher.

In this approach, teachers must keep track of students' reading and constantly encourage them to read more by providing acknowledging and informing them of their progress and achievements.

10. Herein, the teacher must become a role model.

Lastly, Day and Bamford (2002) state that in order to teach how to read for pleasure, a teacher must enjoy reading for pleasure. Learners usually learn more than just information from us. Our actions can teach sometimes more than what we tell them.

Therefore, teachers that guide students through an ERP must love reading.

Benefits

Entangled with the formerly explained principles, there are six main benefits that scholars, educators and researchers constantly consider regarding the extensive reading approach.

These six principles are listed by Hedgcock and Ferris (2009) as:

1. Extensive reading improves comprehension skills.

Hedgcock and Ferris (2009) state that by involving a significant use of reading skills and mental access to schemata, extensive reading becomes a key to enhance learners' reading comprehension skills. This improvement can occur because extensive reading offers learners an opportunity to see high amounts of information. This allows learners to build background knowledge and increase their networks of knowledge about different topics. Furthermore, the increase of reading comprehension skills also occurs because extensive reading allows to constantly practicing understanding texts as a whole, instead of focusing on disseminated chunks of language.

2. Increases and develops reading automaticity.

As explained previously, the first stage in the reading process is the rapid recognition of words that would allow learners to access to their long term memory, consequently leading to reading comprehension (Day & Bamford, 2002). On this line of thought, Smith (2004) states that learners need to be able to identify at least 50,000 words in this first stage of "automaticity" in order to become fluent readers in a specific language. Therefore, since reading allows increasing vocabulary knowledge through constant exposure to different language features, it is considered that extensive reading can improve recognition automaticity (Hedgcock and Ferris, 2009).

3. Increases and reinforces vocabulary and grammar knowledge

Since Extensive reading encourages exploitation of textual redundancy, it is considered that it can reinforce and increase their knowledge of language features (Nation, 2009). This means that learners are able to reinforce their knowledge of vocabulary and language features because they can constantly see it in the texts that they read in an extensive reading program. An example of this is a project in Fiji that

provides enough support the belief that extensive reading improves word recognition and reading comprehension the first year and written skills in the second years(Rao & Babu, 2016).

4. Help build background knowledge.

There is more to reading comprehension than the recognition and understanding of language features. Reading and understanding a text also involves understanding its cultural background and the nature of its cultural rhetoric (Hedgcock and Ferris, 2009). For instance, in a Colombian context students that had never read a piece of English literature could experience frustration or have a hard time understanding it due to a lack of knowledge in American or British History. Furthermore, Day and Bamford (2002)state that learners can also experience this frustration when they ignore that in English there is not as much explanation in a text as there is in other languages. Extensive reading can increase reading comprehension by reducing the gap in cultural and background knowledge.

5. Enhances production skills such as writing and speaking.

Extensive reading endorses different kinds of schematic development, allowing students to increase their knowledge about topics to talk or write about, as well as providing them linguistic and rhetorical tools to express their ideas (Hedgcock and Ferris, 2009). Due to this, extensive reading can indirectly aid learners to enhance their writing and speaking abilities. An Instantiation of this are studies in Pakistan and Japan which had showed that extensive reading have also revealed that extensive reading programs can lead to improvement in writing skills.

6. Endorses learners' motivation and confidence.

Extensive reading provides comprehensible and interesting input that exposes ELL to a tension free learning environment that that would lead them to language acquisition.

This allows learners build confidence, while they consolidate previous learned language (Rao & Babu, 2016).

The benefits of reading are not limited to reading on paper. The benefits of reading on different digital platforms, or what Unsworth (2008) highlights as e-literature or multiliteracies, have also been acknowledged by the education field. Unsworth (2008) indicates that some of these benefits are:

- It is student centered, thus students have autonomy while e-literacy fosters exploration.
- It allows teachers to learn new ways to plan for different interactions and negotiation in the classroom.
- It allows the reading to activate students' schemata through different sources, such as audio and images, and this increases students' engagement.
- "It allows to change the very nature of narrative itself" (p.71).

2.7 Materials

The definition of what counts as materials varies depending on teachers, goals, students and the context in which they teach (McGrath, 2013). These wide varieties were summarized by Tomlinson (2001) when he defined materials as 'anything that can be used to facilitate learning' (p.66). On this line of thought, we could say that there are many options from where a teacher can pick and context of factors that must be taken into account in order to select the most effective and appropriate material.

Some of factors that have been considered through material's literature have been those regarding learners' characteristics. These are outlined by McDonough and Shaw (1993) as the following ones (p.43):

1. Age, which helps teachers pick the level of complexity.
2. Interests, which allows teachers to pick topics and the kind of learning activity.
3. Level of proficiency in English, which allows the teacher to select the level of difficulty in which different kinds of English proficiencies can interact.
4. Aptitude, which guide educators to pick the skill that the material can allow them to work on.
5. Mother tongue, which allows teachers to recognize materials regarding grammar and vocabulary.
6. Academic and educational level, which allows teachers to consider once again content and level of difficulty.
7. Attitudes and Motivation, which indicates teachers how students feel about the language, therefore allows teachers to anticipate how they would react to certain materials.
8. Reasons for learning, which allows teachers to identify needs when designing or selecting materials.
9. Preferred learning styles, which indicates teachers how appropriate certain materials are and which methods to solve an activity should be used.
10. Personality, which indicates teachers which learners would be willing to participate in certain kind of activities. Therefore it allows teachers to consider which material would learners would be willing to interact with.

Besides these factors that must guide teachers when selecting appropriate material, there has been a plethora of debates on which materials are appropriate for an Extensive reading program (ERP). Hedgcock and Ferris (2009) have stated that there have been some scholars that have differed in the use of authentic or designed material, as well as some

scholars who have discussed if learners should pick the texts that they wish to read from an infinite source or if they should pick texts from selected sources that teachers have classified before.

Considering this, it is relevant to clarify in this chapter what can be considered appropriate material for extensive reading programs; specifically for language learners. Day and Bamford (2002) considered the following materials:

(1) Literature adapted for language learners.

These kind of texts are classics adaptations that are summarized and simplified to to be used by language learners. Some teachers criticized but Day and Bamford (2002) state that this is because they are not considering the use for ESL learners and how this simplification of the plots can appeal learners whose native language is not English.

(2) children's books.

These kinds of texts are those designed for children to learn to read in their first language, however they can be used second language learners.

(3) Learners' own stories.

Due to the lack of material that is out there for language learning, it's recommended to have advanced students writing compositions or other kind of descriptive texts that students in lower levels can read. These texts cannot only be motivating, but also a great opportunity to work on writing skills with advance.

(4) Newspapers.

Newspapers are usually recommended for advanced learners. Newspapers tend to be something that easily awakes schemata in advanced learners because they see them constantly through their daily routine. Newspapers also offer visual help and have an specific format that allows the readers to get familiarize with specific structures, this allows to enhance reading speed and use this reading material to work on writing activities that follow

the same structure. They are also cheap and easily accessible, therefore they are expected to be used constantly.

(5) Magazines and Children's magazines.

Different from Newspapers, Magazines tend to focus only on an specific topic. Either it is fashion, cars, sports, magazines can be more appealing to a determined audience that does not care for the seriousness of newspapers. Herein, if a school had access to different kind of magazines, then the extensive reading program could take advantage of magazines as an extensive reading material for intermediate levels.

On this same line of thought, children magazines can offer the same variety at a lower language level for students that have a lower proficiency in a English as a second language.

(6) Popular and simple literature.

Fictional or nonfictional stories that have been carefully selected from popular literature can also be useful for extensive reading programs in ESL courses. They are short and straight to the point, so students would be able to read them in a short period of time with little difficulty.

(7) Young adult stories.

These kind of texts can be used with teenagers because this genre mainly aims for that audience. It has relatable stories that attempt to have the reader involve in an emotional and yet exciting adventure that can engage students in the habit of reading. The language of these stories is also relatively simple and this helps the stories length to be less intimidating. All these features make these kind of texts an appropriate material for the formerly described audience.

(8) Comics.

Comics are characterized by providing stories with a lot of images. However, the reader still needs to be familiarized with the characters and have certain knowledge about the

story to be able to follow what is happening on each issue of the comic. Because of this, depending on the level of complexity, some comics recommended for extensive reading programs. For instance, spiderman could be a complex comic recommended for advanced students while Donald Duck and Mickey Mouse are better for beginners.

(9) Translations.

Lastly, Day and Bamford (2002) consider that ESL students tend to also like reading translations from stories that are originally from their native language because they can easily relate to the stories culturally and they can also understand the cultural use of some of the words that are translated into English. An instantiation of this is the english version of *le petit prince*.

Besides these materials, Day and Bamford (2002) also consider books that are written exclusively for non English speakers or ESL learners. They state that those who wish to write texts with the purpose of using them in a ERP must take into account three principles. Firstly, the author must consider the limitation of language of the target reader that they are attempting to write for. Secondly, they must consider the consequence of fatigue so the text must be short and easy to access. Lastly, authors must take into account the attention span of the reader. Therefore the story must be interesting and the formatting should stay appealing and reader friendly.

With this understanding of what until now have been considered the possible materials for an extensive reading program, it is imperative to make two main categorizations that can be applied to group these materials. The first one of these categorizations consist in grouping these texts in Online or Offline reading material, while the second one refers to Multimodal stories vs. Linear stories. These will be explained in the following chapters.

2.8 Off-line materials vs. Online material

The first categorization that will be taken into account for this research project is the distinction between offline and online material. This first categorization may seem simple for it refers to offline material as the one being presented in printed form and online material as the one presented in a virtual media such as a web page, app or ebook formatting (Ghanbari & Marzban, 2014). However, there are stronger and more marked differences between the use of offline and online material that go beyond its physical form and must be taken into account when selecting which one to use with an specific group of learners. The great difference lays in the cognitive skills that a learner needs to use depending on which material is interacting with. In other words, the interaction and reading skills that learners develop and use with printed material or offline material are not the same as the ones that they develop and use when interacting with online material (Coiro, 2011).

On the one hand, Coiro (2011) affirms that the difficulties that learners face with offline material have to do with the organization of the information, the genre that they are reading and the way the use metacognitive strategies (such as planning) in order to solve a task with offline material. While the complications that learners face regarding online material vary because herein learners face multiple tools that they can use to interact and comprehend the text such as audio, highlighter, notes, dictionaries and other large variety of tools that force them to change the way they interact with the text.

These kind of interactions also cause a different attitude towards the material and the reading activity (Daniel & Woody, 2012). In other words, learners may feel more motivated depending on how comfortable they feel towards these previously presented interactions and tools. Therefore, it is possible to state that the use of offline material or online material may have a different impact on learners' motivation and attitude towards the ERP because of the

level of difficulty, cognitive and metacognitive strategies that they require to retrieve while attempting to comprehend a text.

2.9 E-books

Taken into account that this research will be based on online material and the use of electronic books, it is relevant to consider at least some of the most common definitions regarding e-books and what could be counted as such. One of these definitions is presented by Mulholland and Bates (2014) who based their research considering ebooks as digitized versions of paper based books that can be delivered on a variety of electronic platforms, ranging from PCs to mobile services. These digitized versions of the printed material can also be born digital and have features such as bookmarking, search options, and links to external online sources.

Another more general definition of e-books considers one of the first ebooks project per se started in 1971 by Michael Hart. Since then the project Gutenberg creates thousands of free texts and copies of books which can be downloaded or accessed online. Based on this project Ali, Embong, Noor, Hashim, and Shaari (2012) defined ebooks as:

- Books that display on a computer's screen and it is in multiple electronic formats.
- Any piece of electronic text made available electronically for any device.
- Any digital object with textual or other content that uses features such as reference materials, monographs, hypertext links, bookmarks, interactive dictionaries, highlights, multimedia objects, and note taking.

Thus, this research will be based on this last concept since it provides a larger range to what e-books are. Furthermore, this more general definition is tandem to perception that the two components of an ebook are *hardware*, understood as the physical tool that will be used to read the book, and *software*, which refers to the digital information or e-books file.

2.10 Multimodal, Nonlinear and Linear text.

The second categorization that can be used to differentiate the kind of text used in this ERP research is Linear storytelling, Nonlinear storytelling and Multimodal storytelling. On the one hand linear storytelling refers to a story that has a clear beginning, a clear middle or climax, and a clear ending (Pearce, 1994). This doesn't mean that linear active offers a passive interaction, for it is not unbeknown that reading per se is an active interaction between the reader and the text. However, as Pearce (1994) states, it means that linear active text is any kind of information that is presented in the same order every single time, therefore the reader can predict what will happen at certain point of the text. For example, classics texts such as Snow White or The name of the Rose.

Opposite to these kind of stories there are Nonlinear texts which offer a different kind of order that does not allow the text to be predicted easily (Pearce, 1994). These kind of information is usually presented in a different way where the author is allowing the reader to interact with the text in a way that the story can be read and comprehended differently than in the linear structure. This kind of text, as Pearce (1994) affirms, tend to be difficult to write because it gives some control to the reader and it's usually associated with computer programs and video games.

Lastly, Multimodal storytelling has been approach more recently. Multimodal storytelling refers to stories where learners face "multiple channels of composition and design" (Yang, 2012, p.221). In multimodal stories there is a large complexity in the way a story is presented. This complexity can range from the media in which is presented and changes in the type of genre that it used to tell the story. The story in a multimodal text can provide images, sounds, bottoms, audio, and other tools to approach it and it tends to interact more with the author to convey a message (Alonso et al, 2015).

2.11 Affective Factors

The fact that extensive reading is directly linked the possibility of increasing motivation in English Language Learners makes rather unavoidable to cover the topic. Due to that, this chapter will covered the *affective factors* that some scholars like Kumaravadivelu (2006) and Day and Bamford (2002) have considered directly intertwined with someone's predisposition to learn and read. These factors are: Attitude and Motivation.

Attitude is defined as the psychological predisposition shown through an evaluation of something resulting in certain levels of favor or disfavor (Day & Bamford, 2002). This evaluation does not come from nowhere. It is usually based on beliefs and opinions that learners had based on their environmental, such as or pedagogical factors (Kumaravadivelu, 2006).

On the other hand, Kumaravadivelu (2006) presents motivation as the force behind what learners do and learn. Motivation per se is constantly found in different learning contexts and can be divided in: (1) *Interactive motivation*, which can be understood as the desire students have to use the language to communicate and interact with people from a different culture; (2) *Instrumental motivation*, which is the motivation students find within the idea of using English to get an specific job or passing certain exams; (3) *Intrinsic motivation*, which refers to the case in which a learner's desired to learned is triggered by the exchange of effort for enjoyment; (4) *Extrinsic motivation*, is the force that comes from having the desire to please another person such a peer or relative, and (5) *Achievement motivation*, which is the one that comes from the desire to improve or become excellent (Kumaravadivelu, 2006).

Attitude and motivation had constantly been considered relevant in ESL learners' and their progress. However, they are not static things. Attitude and Motivation can change and

Extensive reading can change them so they can motivate ESI students to enhance their learning and become autonomous (Day & Bamford, 2002).

In the following chapters, this paper will go from the understanding of reading comprehension, the different kind of reading approaches, and the affective factors; to how to measure learners' reading skills. In other words, the following chapter of this paper will focus on assessment, the characteristics of reading assessment and the possible activities that can be taken into account when measuring the results of an extensive reading program.

2.12 Assessment

Assessment can be defined as a system used to collect data in order to make decisions and take action to improve learning opportunities (Shaw, 2005). In order to design and deliver assessment in a way that it can include every student, while also providing information that is relevant and can be used in teachers' work to enhance learning in the classroom, Shaw (2005) suggests to consider the two following synergic principles:

- 1) *Assessment for learning*, which is the principles that refers to how assessment contributes students' learning in individual classrooms.
- (2) *Assessment for Equity*, which refers to how assessment contributes to learning for all individual students.

Using these principles when assessing also means using Shaw's 3D framework. This three Ds framework encloses Design, Delivery, and Decision Shaw (2005):

- Design refers to everything that deals with assessment development (e.g. what is its purpose? Which method will be used and why?).
- Delivery relates to administering an assessment (e.g. what actually happens when the assessment is put into use? What resources restriction are there?)
- Decisions refers to how scores will be assigned and how the feedback will be shared.

These principles and this 3D framework indicate educators to constantly consider students' learning, students' cultural differences, and the course's learning goals.

These principles aim to guide educators through assessment because assessment per se has plethora of tools and parameters that can be used for assessment and that strongly depend on the context, goals, and teacher's belief (Brown and Hudson, 1998). However, since this research focuses mainly on extensive reading and reading assessment, I will only refer to formative assessment, summative assessment, and self-assessment in this part of the assessment chapter. Following this idea, formative assessment can be defined as the appraisal of students' performance that occurs in the randomness of a class, and allows the teachers to actively identify gaps that happen during a lesson in order to scaffold it in a way that students can go from where they are to where they need to be ,while summative assessment is usually seen as the judgment of it (Neuman & Roskos, 2012).

On the other hand, Self-assessment is usually seen as part of metacognitive strategies and connotes an idea of autonomy. Understanding Autonomy as the capacity for detachment, critical reflection, decision-making and independent action (Cardenas, 2010). This capacity is not directly related to motivation or cognitive strategies. In fact, it can be taught either a late or at an early stage in student's life (Guice & Johnston, 1997).

In the following part of this chapter, I will explain in depth what reading assessment is, how it differs from other kind of assessment, its principles, use and the kind of activities that are usually used when assessing reading.

2.13 Reading Assessment

Following this idea of assessment as a system of data collection, reading assessment can be defined as a systematic data collection process that aims to measure *literal comprehension*, which can be defined as the student's ability to understand what appears explicitly in the text and *inferential comprehension*, which refers to the reader's skill to

understand information that is not explicitly stated in the text (Hosp & Suchey, 2014). Yet the process in which educators construct questions that allow to see reliable information regarding these comprehension skills can be very complex, the main principle that educators should consider when designing questions for reading assessment is that this assessment must provide relevant information that allows educators help students' improve as readers (Afflerbach, 2016). Consequently, reading assessments also allow educators to recognize beginner readers from fluent readers and the factors that beginner readers need to become fluent.

To be able to design reading tests that allow to identify these formerly highlighted facts, Authors like Alderson (2005) and Doak and Doak (2010) emphasize on the need to acknowledge the metacognitive strategies that a fluent readers uses; which can be listed as:

- Recognising the more important information in the text.

A high-skilled reader can discriminate the most important information from a text and integrate it with other to reach appropriate conclusions.

- Adjusting reading rate.

A student with high reading skills is able to read rapidly without missing the meaning of words.

- Skimming.

A student with high reading skills is able to read rapidly by focusing on main ideas to construct a general idea of the text.

- Previewing.

A reader with high reading skills is able to use information from the text to make accurate or appropriate predictions regarding the content of the script, facilitating future comprehension.

- Using context to resolve a misunderstanding.

Different from a low skilled reader, a skilled-reader can identify the context of a text and use it to find new information regarding the text as a whole or unknown words.

- Formulating questions about information.

A skilled reader can also interact with the text by questioning the information that they read using personal thoughts and background knowledge.

- Monitoring.

Skilled readers are able to keep track of their reading skills, acknowledge aspects that they can improve, and set goals and plans to enhance their own reading skills.

There are three different kinds of questions that an educator can consider and choose from when designing a reading assessment, depending on the context. Pearson and Johnson (1978) stated that these types of queries could be textually explicit, textually implicit, and Script-based questions. Textually explicit questions are those whose answer the same sentence, Textually implicit are those type of queries where the reader must combine explicit information from the text to find the answer; and Script-based questions require the reader to properly use background knowledge and information from the text to find the correct answer (Pearson & Johnson, 1978).

2.14 Models of L2 reading processes (Top down, bottom up)

When considering listening and reading comprehension, educators usually use two constructs to the comprehensive process. These two constructs refer to metacognitive and cognitive strategies that learners can use to access the meaning of a particular text or script known as the Bottom-up and top-down process (Macaro, 2010). Educators deem the bottom-up process as that one that starts with the recognition of the smallest parts of a message, decoding a text word by word, sentence by sentence until the reader has understood the

message (Hersch & Andrews, 2012). On afterthought, Shank and Abelson developed the Top-down process as the one that starts with the understanding of a text's context through the use of schemata, where a reader's background knowledge of specific situations leads to the understanding and prediction of vocabulary or sequences that would appear in a text (Van Peer, 1987). These two processes do not work in a quandary, but rather jointly. A reader can use both of them during their reading process.

2.15 L2 vocabulary acquisition

Considering that one of the factors that this investigation aims to study is the possible variation in vocabulary acquisition depending on the material used in an ERP (extensive reading program), it is relevant for this research paper to address its importance and the two processes that educators have considered to explain it. Consequently, the relevance of vocabulary per se lays in the fact that the vocabulary foundation that an ELL has affects all their skills. Therefore, it is a key factor in the enhancement of a learner's language proficiency and the complexity of their L2 production (Min, 2013).

Based on the above-mentioned, researchers have proposed two different processes in which a student can acquire vocabulary. These two processes are known as *the Implicit process or Incidental learning and the Intentional or Explicit process* of vocabulary acquisition.

The Implicit vocabulary process theory states that a learner can acquire new vocabulary by reading large amounts of texts (Krashen, 1993). In other words, learners that are part of Extensive reading programs should be able to increase their vocabulary just by reading different kinds of texts without any explicit guidance or emphasis in the vocabulary that they are expected to acquire. Folse (2004) states that this perspective or approach to increase L2 learners' vocabulary can be effective to improve learners' comprehension and

language proficiency because it improves students' ability to understand vocabulary by using contextual clues and by having them acknowledging word families.

On the contrary, the Explicit process of vocabulary acquisition holds the theory that learners acquire new words through the study of grammar and lexical patterning (Min, 2013). This former idea means that students could increase their knowledge of vocabulary through the study of specific chunks of language by focusing on the way a word is spelled and pronounced (McCarthy, 1996), the words that it relates with, and its grammar traits.

2.16 Vocabulary knowledge dimensions

Until now, this paper has only considered the process in kinds of vocabulary learning process. The following chapter will focus on the two dimensions of vocabulary acquisition. Anderson and Freebody (1981) established these vocabulary knowledge scopes known as the breadth and the depth dimensions. The first one refers to the words that a learner knows and whose relevant aspects are accessible for the student, while the former one is about the pit of understanding that a learner has of these words.

These two dimensions seem simple enough. However, Li and Kirby (2015) indicate that there is still controversy when defining what it exactly means to know a word and what it is to have a deep understanding of that word. In this sense, it becomes pertinent to define what it means to *know a word in depth*.

Firstly, the depth dimension encompasses knowing a word in Nation's terms; this means that a learner should be able to recognize its written and oral structure, to be able to access its meaning in long-term memory and to be able to use it or recognize its usage (Nation, 2001). Thus, *knowing* a word requires a person to know its *form, meaning, and use*. On the other hand, *the depth of word knowledge* is harder to define. However, it can be summarized as the understanding of a word's multiple meanings, its prefixes and suffixes

variation, and collocational use of the word (Li & Kirby, 2015). As some other aspects, these two dimensions can be considered complementary instead of being in a quandary.

3. Methodology

Now that there has been an overview of the different theories that are involved in this thesis, it is relevant to proceed to the explanation of the methodology used to collect the data that would further be analyzed in an attempt to answer the general and specific questions of this paper. In this order of ideas, this paper is mainly based on an experimental-mixed method.

3.1 Mixed Methods-Approach

Firstly, the analysis of this research will be evaluated with a mixed method. Understanding mixed method as a combination between qualitative and quantitative research tools that needs to be done this way because there are tools that require to measure qualitative information while other requires quantitative data (Egbert & Sanden, 2004). As Dörnyei (2007) states, a mixed method is not a random used of research tools from both research methods, but rather a reasonable and well supported combination that is used because it can provide a more complete view and triangulation of the data that researchers aim to study.

There are three different strategies that a researched can used when applying a mixed-method approach in its studies. Creswell (2002) describes these strategies as: (a) *Sequential procedure*, where the researched aims to expand an specific research that could have been qualitative or quantitative by using the other one; (b) *Concurrent procedure*, where the researcher intertwines and the qualitative and quantitative results in an overall analysis, and lastly (c) the *transformative procedure* is where the researcher uses a theory where the data needed to analyse findings for this theory is collected through both qualitative and quantitative tools. This former one being the one that is used in this research paper.

Having understood the experimental method and the mixed-method approach, I will continue to explain the tools used in this research paper. I will firstly provide general

information about the tools I have used in this study, to later describe specifically the tools that I have used to collect qualitative and quantitative data.

3.2 Experimental method

On this same line of thought, an experimental method is that one that aims to discover the relationship of cause-effect between variables that a researcher modifies based on a hypothesis (Srinagesh,2006). Lazar, Feng, and Hochheiser (2017) state that in order to determine this relationship of cause an effect, this research method requires to have a clear hypothesis and the experiment conditions need to be randomized in order to truly see if there is a difference between groups that determined a cause-effect relationship.

In Language research, the experimental method focuses on analyzing the results that an specific activity or teaching strategy has on a group of students (Phakiti, 2014). In other words, it is a method where a teacher or group of researchers would apply something they have read from a theory in an specific context and measure the results in order to see if there is a positive or negative change caused by the used teaching tool in the student's cognition.

Phakiti (2014) states that there are different key factors that characterize experimental methods:

- (1) Firstly, experimental methods look for *Causal-like relationship*. Causal-like relationships means that in this kind of studies researches will attempt to establish a causal-like relationship between the added activity and the results. Consequently, the results will use expressions that are not as common in other kinds of research such as: the effect of or the influence of.
- (2) Secondly, research questions in experimental method are usually theoretical or practical questions focused in outcomes.
- (3) Experimental research usually consider independent and dependent variables.

Understanding independent variables as aspects that exist freely in an specific

environment, such as motivation or anxiety, while dependable are variables that are directly affected by independent variables, for instance: test performance. In this same order of ideas, there can be *categorical* and *dichotomous variables* in an experimental research. Understanding categorical variables as those that can be used to group non-overlapping variables such as studying field, english level age; whereas dichotomous variables are those variables that can be a maximum of two variables, example: pass or fail. Besides these variables, there are *outcome variables* that can be arranged by scores and are usually dependent variables.

- (4) Lastly, experimental research are known in language learning research for not having placed in a controlled lab. Thus a final characteristic of experimental research is the fact that they require multiple variables, make it imperative to make sure that the variables are not modified and that participants are not forced to do activities when they do not wish to engage.

These previous aspects that relate to Experimental Method lead to a more clear construction of this thesis paper. Firstly, it can be seen that this paper is based on the Extensive reading theory and vocabulary gain. Based on that theory, I formulated a hypothesis before writing the research questions regarding the positive effects that the Extensive reading theory highlights regarding reading skills and vocabulary gain.

Considering that in this is also a mixed method, the variables that can be perceived as affected in the result will not be as quantitative as the ones that researchers use when they use the Experimental method but rather descriptive. In other words, because it is an experimental method, this thesis focuses on the relationship between extensive reading and students' reading skills and incidental vocabulary; while the results and findings will be qualitative instead of quantitative.

Lastly, as Srinagesh (2006) suggests, in order to see a effects of adding extensive reading activities to a group, this study will require a control group that was not exposed to the activities whose effects are being measured. In other words, in this research I will use a control group from the previous semester (an IR group) to compare the results from their reading tests applied by the University with the results from the participants of this intervention. This way, I will be able to see if there is a difference between the group that was exposed to the Extensive reading program, and the group that was not exposed to it.

This comparison is not new, for previous studies have used control groups between IR and ER to seek for differences between both methodologies and measure the effects of supporting reading comprehension with Extensive reading program. An example of these studies has already been mentioned in the theoretical background of this research: such as Al-Homoud and Schmitt's (2009), who compared IR and ER groups to see the benefits and efficiency of each reading programs, and Ghanbari and Marzban (2014), who measured the benefits of vocabulary gain and reading comprehension in a extensive reading intervention.

3.3 Research tools

In order to collect data for this research, I have used focus groups, a pre and post vocabulary questionnaire, and diagnostic reading tests.

In this sense, the diagnostic reading tests would allow to measure if there is a significant reading comprehension achievement or if there is no significant comprehension achievement that allignes with the curriculum's goals for level III students. In the same way it would allow to see the effects that the exposure to multi-ending stories in an extensive reading program has for the reading comprehension skills set by the curriculum in this group of students.

On the other hand, the focus group and the vocabulary questionnaire will allow to see studnets' perception in regards of the progress of their own vocabulary gain as well as

difficulties and other possible findings that can lead to future research regarding extensive reading and multi-ending stories. These two tools were desing to answer the secondary question and contrast if students feel that they have some progress in their vocabulary development and if this reflects, as the theory suggests, in enhancing reading comprehension.

Focus groups

These kind of group discussions are a sort of debate leaded by one person and the objective of applying focus groups to collect data when conducting is a research is to get as much information from the participants as possible; because of this, it is key not to hinder the participants comments nor to elicit answers from them during the recording (McCawley, 2009).

McCawley (2009) states that some benefits from using focus groups to collect data is that focus groups offer a space for people from different fields or backgrounds to share their experiences by answering open questions. Furthermore, McCawley (2009) also suggests that focus groups create an appropriate environment where the researcher can gather information that interviews or questionnaires can fail to collect. However, Focus groups have an Achilles heel and that is that they, even though they provide a fruitful space to gather data, the information collected in these focus groups can sometimes be difficult to understand when put out of context or this same information can be easily misunderstood.

Questionnaires

Holmes (1986) states that questionnaires are usually a relatively long set of questions that allow researchers to collect a significant amount of information that interviews and other tools that offer less number of questions can provide. Questionnaires are usually considered useful because they can provide different kind of information that can enrich the results of a data collection research that is also rather easy to tabulate (Holmes, 1986). Nevertheless,

Holmes emphasizes the need of piloting questionnaire to avoid misleading questions, and warns researchers about the need of triangulation due to the possibility that participants do not always answer truthfully.

Pre-course placement/ diagnostic tests vs. Post diagnostic tests.

This kind of pre and post diagnostic tests are usually a set of cognitive exams used to measure the participants' skills before they take part of any project or before they face the activity, approach, method or theory that researchers want to test (West, 1994). They are used in order to know the level students have before and after they have been exposed to the learning tool. One of its benefits is that, once the test is properly planned and piloted, it can be taken by a large number of participants and, like questionnaires, it is relatively easy to measure and tabulate.

In order to analyse skills through tests in an experimental method, researchers need to have two groups (Phakiti, 2014), one that is exposed to the learning tool and one that is not exposed to the learning tool. Considering this, this research paper considers a pre and a post vocabulary questionnaire and the results of a reading test applied to a control group and the participants group in order to compare results before and after the extensive reading program in regards of incidental vocabulary acquisition, and to see how reading skills are affected by the extensive reading program by comparing the grades of an intensive reading group and an intensive reading group. Furthermore, this research paper will compare the results of a extensive reading tests that participants took in order to contrast the results between the groups and discover variables that may have affected their results.

3.4 Instruments used

In the following part of this research paper, I will go over the specific details of the tools that were applied in order to collect the data that will be tabulated, explained and analyzed in the succeeding chapters.

It is relevant to state that I had 44 students who were part of the two classes that practiced extensive reading during the course, however not all of them participated in regularly in the activities to collect data. For instance, the number of students who participated in the incidental vocabulary pre decreased when I applied the post questionnaire.

This pre and post questionnaire had 50 random words divided in 10 verbs, 11 adjectives, 2 conjunctions, 17 nouns, 6 adverbs, and 4 prepositions. These 50 words were picked randomly from the multi-ending stories that students would read through the ERP. To answer the questionnaire students had to choose from 4 options where A was “I know what this word/phrase means and I can use it in a sentence”, B was “I know what this word/phrase means, but I’m not sure how to use it”, C was “I’ve seen this word/phrase before, but I don’t know what it means”, and D was “I’ve never seen this word/phrase before”. These 50 questions were uploaded in Google forms as a multiple choice questionnaire, and the same words were randomized for the post test. Since the questionnaire was uploaded to Google forms, it took between 15 to 20 minutes to the 33 participants to complete the pretest and the same amount of time to the 27 participants who filled the post test.

On the other hand, for the focus groups I picked 5 questions from an structured interview and I asked these questions to 5 students from each of the two groups that were part of this research. In total, the focus groups discussion took 10 minutes. Participation was random and students were allowed to use their native language to answer the 5 questions posted. These 5 questions were:

- Do you usually read? If so, what do you usually read?
- Do you remember the title of the story you decided to read? Why did you choose it?
- Which kind of difficulty did you face when you read through the program?
- Is there something you feel you improved through the program?

- If students from level three next year were to participate in this program, which recommendations would you give to improve the program?

Thirdly, students took two reading tests. The first reading test that the participants took was the one made by the level's coordinator. This test was an Intensive reading test and the 44 students had to take it because their score in the test equals to 20% of the final grade. This intensive reading test evaluates 4 different reading skills:

- Understanding vocabulary through context. (5 multiple choice questions, 1 point each).
- Identifying main ideas. (5 multiple choice questions, 2 points each)
- Identifying details. (6 complete the chart questions, 1 point each)
- Making inferences. (7 questions -2 multiple choice questions, 2 points each and 5 true or false questions, 1 point each).

The test has 50 points, however 20 of these points come from grammar activities and only 30 out of 50 points come from questions that test the previously mention reading skills. For the purpose of this research, I only focused on the percentage of the points from the ERP achieved in the reading skills part of the test in comparison with 44 students that did not take part of the ERP but also took the same IR test. Students took 90 minutes to complete the test in both ERP and IRP groups.

Lastly, the last tool used to measure data for this research paper was an ER test that measured students abilities to comprehend 3 pages from a book called "The red Pyramid". The test had 5 different parts. In the first part students had to identify Content of the story through 7 multiple choice questions. In the second part, students had to demonstrate their understanding text structure by answering 2 multiple choice questions and filling 3 different graphic organizers using information from the text. Part three and four had students showing their skills to retell the story by asking them to summarize the 3 pages they read in 3 different

sentences; and their skills to analyze the text by answering 5 true or false questions and 1 multiple choice question where they had to make a prediction. To conclude, the final part of the test had students monitor their own comprehension by asking them to 5 questions when they had to self-evaluate their own reading skills. This last part was the only part without any points. The test was evaluated the same way their regular tests are evaluated, with a score between 0 to 5. The points to obtain this score was divided equally between the questions of the test. 38 students took this test and it took them 120 minutes to finish it; which was the expected time for the length of the reading and their proficiency level. These students were also informed that the test per se did not have a real grade that could affect their final grade in the course.

Tests validity

The pre and post vocabulary questionnaire was based the vocabulary knowledge scale created by Wesche in 1996. The vocabulary knowledge scale by Wesche, as Meara (1996) states, is constructed by taking 50 random words from the readings that students will read and randomize the order of these words for the pre-test and post-test. The use of this Wesche scale is to see students' perception of what stages students find themselves and what is the perceived progress of their knowledge development (Meara, 1996). Thus this test would allow to measure students' perception of the vocabulary gain after the intervention and compare it with the reading comprehension in the test results and their own comments in Focus groups.

On the other hand, The reading tests are based on the principles of test validity presented by Smith, Fischer, and Fister, (2003): Theoretical framework and goals. On the one hand first reading test used to evaluate students' comprehension was created by the University's department to evaluate the 3 reading skills that the curriculum aims to have students achieving by the end of level III:

- Understanding vocabulary through context. (5 multiple choice questions, 1 point each).
- Identifying main ideas. (5 multiple choice questions, 2 points each)
- Identifying details. (6 complete the chart questions, 1 point each)
- Making inferences. (7 questions -2 multiple choice questions, 2 points each and 5 true or false questions, 1 point each).

This test measures *literal comprehension*, which can be defined as the student's ability to understand what appears explicitly in the text and *inferential comprehension* (Hosp & Suchey, 2014). Thus, it includes questions that students can answer with information from the texts and others that require their interpretation. This, as the goals set by the curriculum state, allows to see if students are able to distinguish key details, author's purpose, and if they are able to recognize main arguments. Thus, this test is valid because it allows to measure the goals that the curriculum has and follows the theoretical principles behind test design for reading skills.

Similarly, the Extensive Reading test allows to measure inferencial and literal comprehension. However, it also follows other theoretical principles regarding Alderson (2005) and Doak and Doak (2010) principles for reading comprehension tests:

- Recognising the more important information in the text.
- Skimming.
- Previewing.
- Using context to resolve a misunderstanding.
- Formulating questions about information.
- Monitoring.

By following these theoretical framework, the E.R. test is trying to measure students' abilities to identify the same goals stated by the curriculum in regards of explicit and implicit information:

- Identify main details.
- Identify key words.
- Make inferences.

Furthermore, this E.R. test follows the main principle that educators should consider when designing questions for reading assessment is that this assessment help students' improve as readers (Afflerbach, 2016).

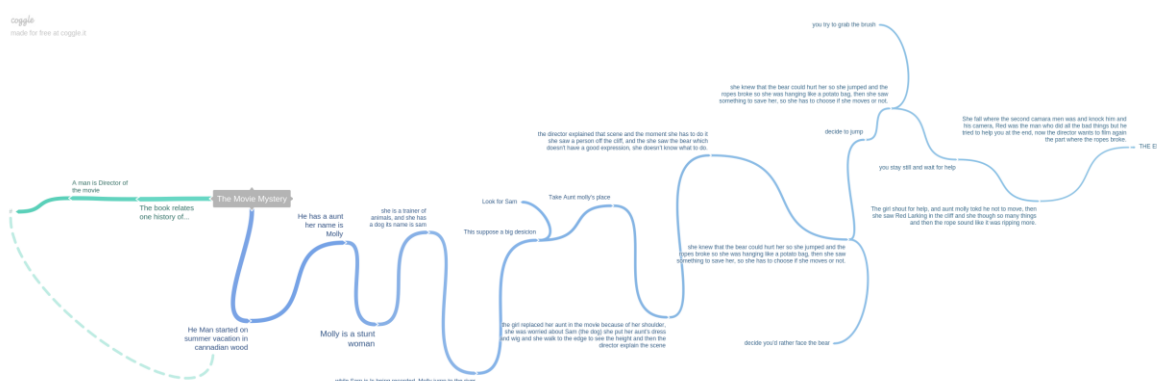
Intervention.

Based on Day et. al (2016), students are supposed to read in a space during the class while they complete an activity that keep them on track during the classroom. For the purpose of this study, students were to read 6 hrs and they were taken to the lab during 6 sessions. The group of participants could choose from the following 9 titles of multi-ending storie, posted in pdf format in the University's blackboard :

1. Silver wings, by R.A. Montgomery.
2. The movie Mystery, by Susan Saunders.
3. The race forever, by R.A. Montgomery.
4. Your code name is Johan, by Edward Packard.
5. Journey under the sea, by R.A. Montgomery
6. The fairy kidnap, by Shannon Gilligan.
7. Escape, by R.A. Montgomery.
8. Underground kingdom, by Edward Packard.
9. You are a doctor, by Stefani Pacheco.

The objective of the intervention was to foster the enhancement of reading skills by having students reading books where they would have to pay careful attention to the sequence of events in the story in order to take decisions at the end of 2-3 pages; they were also informed that these decisions could affect the storyline completely. To keep track of students' understanding, they were asked to make a mind map of the storyline of the multi-ending book that they decided to read.

Example:



One of the participant's coogle. Taken from:

<https://coggle.it/diagram/WZHv3QkDKgABHzGf/t/the-movie-mystery/3d7ec2d7eae018706d89d94835d8487da0f043e0a96dee2fa3d70e1e692ac4e6>

At the same time, students were advised to make a personal word-bank in Quizlet with words that were new to them. This former activity aimed to help me see if the interaction with stories and extensive reading would increase affect somehow students' incidental vocabulary. However, since I based this research on a mixed experimental research method, I did not pressure them to complete the word-bank.

Example:

Dashing	Attractive, adventurous, and full of confidence	☆ 🔊
Chamber	A room, usually private, in a house or apartment, especially a bedroom	☆ 🔊
path	A narrow walk or way:	☆ 🔊
Hoax	something intended to deceive or defraud (farsa)	☆ 🔊
Rustling	susurro	☆ 🔊
Toss	Shake/ Sacudida	☆ 🔊
Pry	Entrometerse	☆ 🔊

One of the participants' word bank. Taken from: <https://quizlet.com/221650193/word-bank-flash-cards/>

Based on the previously explained theory regarding vocabulary acquisition, the objective of these two activities was to see if the increase vocabulary exposure would increase vocabulary recognition, and therefore reading comprehension.

3.5 Ethical implications

Now that the tools used to collect data in this research paper have been explained, I will continue talking about the results collected with these research tools. Nevertheless, I wish to note that, as warned before, researchers who use an experimental method or any other method must not alter or elicit a desired answer from students. Considering the transparency and ethical principles that are required for every research, participants have read a letter of consent where they state their that they are aware of the research purpose, and that they willingly signed before taking part of any activities regarding this extensive reading project and data collection process. You can find that letter in Appendix 1.

4. Results

In order to discover the effects that an extensive reading program could have in the reading skills and incidental vocabulary acquisition of level III undergraduate students, I applied the formerly explained research tools in a group of 44 Uninorte undergraduate students during a period of 34 hrs. Following the norms of the University, this group was divided in two subgroups of 22 students to take a 64 hrs course. They were introduced to the extensive reading program during the first two hours of class and they signed the written agreement to participate in this research project. After signing the participation agreement, these students got access to the 10 multi ending stories in pdf format during the period of time that the extensive reading program took place. They also got 6 hours during the time for the class to read part of their stories aside from the time that they would use to read the stories outside of the class.

In order to align this research with the skill-based curriculum, the intervention had placed after the presentation of the reading skills, before the reading exam. This way, student would have already been exposed to reading strategies and the material that would be assessed in the first test. This way, the extensive reading sessions would not intervene with their learning, but rather (theoretically) reinforce their reading skills and vocabulary knowledge.

In this part of the thesis, I will describe the results that each of the research tools provided.

4.1 Questionnaire

As previously stated, this group of 44 students were asked to take the

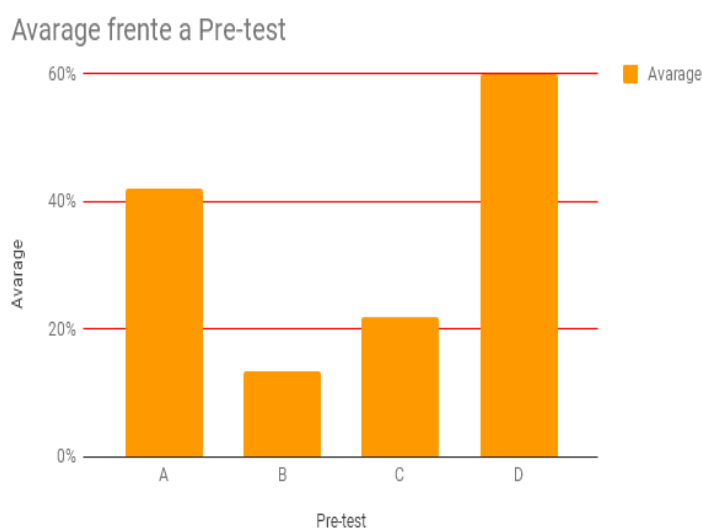


Figure 2. Bar graph that illustrates the average results from the vocabulary pre questionnaire.

pre-questionnaire before starting the extensive reading program and the post-questionnaire after finishing the extensive reading program. Both questionnaires had a total of 50 random words taken from the multi ending stories that students had access to. These words were classified in 10 verbs , 11 Adjectives, 2 conjunctions, 17 nouns, 6 adverbs, and 4 prepositions. To answer these questionnaires students had to look at the randomly selected and organized words and choose from 4 options, where A was “I know what this word/phrase means and I can use it in a sentence”, B was “I know what this word/phrase means, but I’m not sure how to use it”, C was “I’ve seen this word/phrase before, but I don’t know what it means”, and D was “I’ve never seen this word/phrase before”.

Both questionnaires were uploaded to the Google forms platform as a multiple choice questionnaire, which means that students could take them from their phone at any given time. Applying the questionnaire in this format allowed the 33 (out of 44) students that took the pre questionnaire and the 27 (out of 44) participants that took the post questionnaire to fill them in a period of 15-20 minutes.

In order to describe the data collected from each of these questionnaire, I will offer a general overview of the results from the two questionnaires.

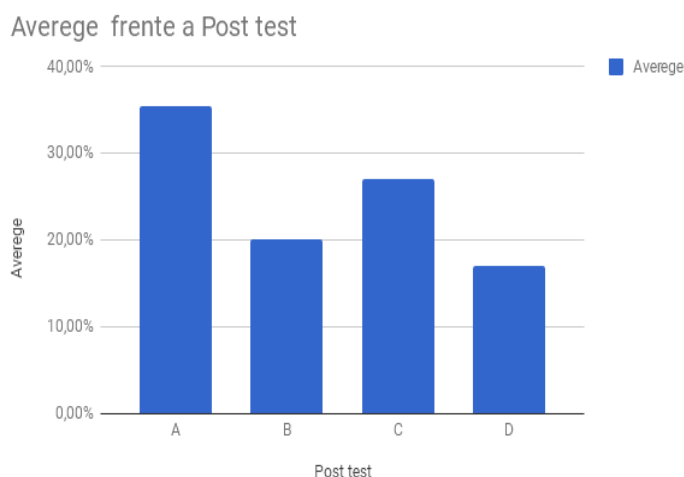


Figure 3. Bar graph that illustrates the average results from the post questionnaire.

As figure 2. illustrates, the results from the pre vocabulary questionnaire indicate that an average 59,98% average chose D = I’ve never seen this word/phrase before, while of 42% of the 33 out of 44 students that took the questionnaire chose option A = I know

what this word/phrase means and I can use it in

a sentence. Only an average of 13,50% of the students indicated that they felt B (I know what this word/phrase means, but I'm not sure how to use it) was more accurate to describe what they knew about the words and 21,97% chose C (I've seen this word/phrase before, but I don't know what it means). This means that the in average, the majority of the students felt that they have never seen the word before and only 40% average knew what the 50 words meant and how to use them.

On the other hand, figure 3 shows that, from the 27 (out of 44) students that took the post vocabulary questionnaire, an average of 35,40% students felt that they chose "I know the words meant and I can use it in a sentence". This is a decrease of 6,6% in comparison with the pre questionnaire. However, there was a also a decrease in the average of students that chose D (I've never seen this word/phrase before). It decreased from 59,98% to 17%. This means that the average of students that have never seen the words before dropped 42,98%. There was also an increase in the average of students that knew what the word meant but did not know how to use it (Option B), and the average of students that have seen the word before but did not know what it meant (option C). The first one increasing from 13,50% to 20,05%, which represents an increase of 6,55%; whereas the second one increased 6,03%, going from 21,97% to 27%. Therefore, these results show that students perceive a positive correlation between the use of extensive reading programs with multi-ending e-books and the incidental vocabulary acquisition for this specific context. However, if this positive perception has an effect that matches the theory regarding reading comprehension and extensive reading programs is something that will be discussed later.

4.2 Reading skills test

The second results that I will present will be the data collected through the reading tests. These group of 44 students took 2 different tests. The first test they took was an Intensive reading test created by the coordinator of level III. This test is mandatory and was

applied 15 hours of class and equals to 20% of the final grade in the course. This test also focuses on different tests that are not multi-ending stories, however it stills allows to see if students are developing the reading skills from the curriculum by having an extensive reading reinforcement. After all, the exercise and theory behind extensive reading states that the use of extensive reading programs should allow students to enhance reading comprehension in different reading contexts (Day & Bamford, 2002). Thus the results in this tests would aid to triangulate information to decide which are the effects of applying the extensive reading program with multi-ending e-books in regards of meeting the reading skills aimed in the curriculum.

This intensive reading test evaluates 3 different reading skills that the curriculum of this course sets as goals:

- Understanding vocabulary through context. (5 multiple choice questions, 1 point each).
- Identifying main ideas. (5 multiple choice questions, 2 points each)

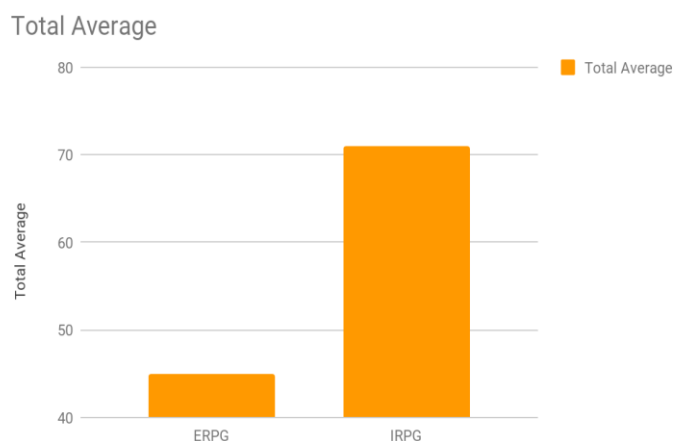


Figure 4. This bar graph compares the average of the percentage of reading skills that ER and IR students achieved in the Intensive reading test.

- Identifying details. (6 complete the chart questions, 1 point each)

- Making inferences. (7 questions -2 multiple choice questions, 2 points each and 5

true or false questions, 1 point each).

The test had 50 points, but

only 30 points come from questions that test the previously mention reading skills; because only 30 points of the test were assigned to evaluate reading skills, while the other 20 were

assigned to evaluate specific grammar taught through the course. For the purpose of this research, I have only focused on the average of the percentage students achieved from these 30 points. Furthermore, I will compare the average percentage achieved in the group of students that participated in the ERP with the average percentage achieved from a control group of 39 undergraduate students that did not participated in the ERP program and had only an IRP.

As figure 4 shows, the IRP group which is illustrated on the right of the graph achieved an average of 71% of the reading skills evaluated in the course's reading comprehension test (IR test), while the group exposed to the ERP intervention only achieved an average of 44,9% of the reading skills evaluated in the IR test applied through the course. This 26,1% difference could lead to think that the positive correlation perceived by the students in this context does not match the results observed in the reading test and that the effects suggested by the theory are not perceived in this specific intervention.

However, there are other factors that have affected this results that are worth mentioning. One of these factors is the number of hours that the IRP had to prepared for this test in comparison to the ERP group. Due to external reasons and changes in the program, the IRP group which was a group that took the course a semester before the ERP group took the test 15 hours after the formerly mention group. This means that while the ERP group had only 15 hours to prepare and practice for this test, the IRP group had 30 hours to prepare for the test. In this case it can be deduced that time can be pointed as a possible variable that affected the results in this test. Another factor to consider is the type of test and the abilities that ERP attempts to foster. It is possible to state that the IRP group could have had a fair advantage over the ERP group, since the IRP was getting explicit directions of what they were expected to reinforce in their intensive reading practice and the ERP did not get any specific instructions of what they were expected to reinforce or practice during their

extensive reading sessions. These two possibilities will be further considered in the discussions section of this research paper.

Extensive reading test

The second test students directly may offer an answer that supports some of these first thoughts. This second test was taken by 38 students (out of the 44 students that were exposed to the ERP) in a period of 120 minutes. The test was designed by myself with the help of my tutor and it was an ER test that aimed to measure the participants reading skills to

comprehend 3 pages from a book called “The red Pyramid”.

This second test was divided in 5 different parts that aimed to match what students are able to do based on the level’s curriculum. The first part asked participants to identify the content of the story through 7 multiple choice questions. The following section

measured participants understanding and use of text structure by answering 2

multiple choice questions where they had to identify the kind of text it was, and filling 3 different graphic organizers using information from the text. This first part of the test aimed to evaluate students’ abilities to identify main ideas, authors’ purpose through text organization, and details; which are the skills that the level aims to develop in regards of reading skills.

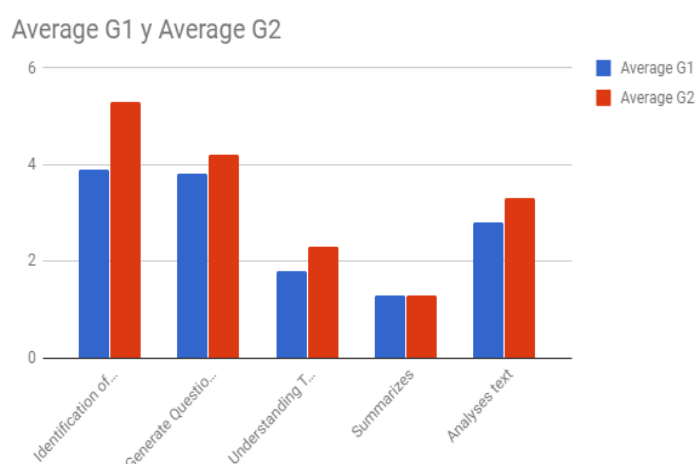


Figure 5. Bar graph that represents the average reading skills achieved by participants in ERP.

Part three and four evaluated participants' skills to summarize the 3 pages they read; and their skills to analyze the text by answering 5 true or false questions and 1 multiple choice question where they had to make a prediction. This section of the test aimed to evaluate students' abilities to identify main ideas and make inferences, which, as stated before, go in tandem with the learning outcomes and goals stated in the curriculum.

Lastly, the final part assessed participants' skills to monitor their own comprehension, asking them 5 questions that had them evaluating their own reading skills. This former part was not assessed nor added in the final score of the test. The test was evaluated the same way their regular tests are evaluated, with a score between 0 to 5. However, their score did not affect their final grade in the course.

To analyze the results of this test, I will compare the average points achieved by the students that were part of the Extensive Reading Program. In this case, the blue bar from the graph in figure 5 represents Group 1 (G1), which is the ERP group that spent less time reading the stories and where only 8 of the students completed at least 1 of the readings, while the red bars in figure 5 represent the second group where all the participants finished at least multiple ending 1 story. In this case, I measured the average of correct question instead of percentages to see the effects in the participants that were exposed to the ERP for more time than the other.

As shown in Figure 5, Group 1 (G1) achieved an average of 3,9 correct answers in the identification of main ideas, in comparison with Group 2 (G2) that achieved an average of 5,3. That is a difference of 55,7% of reading skills achieved, in comparison to 75,7%. These results go hand by hand with the previously by showing again that the groups who spend more time practicing and reinforcing specific skills achieve better results, regardless of the kind of reading program used. Once again, time is a key factor in the improvement of reading skills.

4.3 Focus Groups

In order to get more information about the effects of multi-ending stories used in an extensive reading program, I interviewed 2 groups of students from the participants. These two groups helped collected a sample of 9 students from the participants. These 9 students answered 5 different questions in order to see the effects and students' perception about the intervention and their learning process.

The first question asked to these focus groups was if they liked to read or if they usually read and if they read books written in English. 75% of the students answered that they liked to read or that they had to read a lot, while 25% answered that they did not like it or that they usually did not have to read. However, 75% stated that they did not usually read in English, and only 25% said that they liked to read in English.

The second question was if they remembered which title they read and why they read it. This question was posted to see if multi-ending stories awoke interest in students and if the stories were interesting enough for them to remember them, even if they did not like reading. This way, it was possible for me to see if one of the effects of exposing stories to multi-ending stories was engagement (as the theory states). 87% of the students remembered the title of the story they read or the content. 62,5% of the students stated that they chose a story because they liked mysteries and they usually looked for mysterious stories when they wanted to consume entertainment. 12,5% of the students did not remember the content or the title of the story that they said they read.

The third question was about what students found was a difficult part of their reading process when interacting with the stories. Thus, 87,5% of the students indicated that the vocabulary was too difficult for them, while 37,5% indicated that the structure of multi-ending stories was too hard to follow.

The fourth question was if students thought there was something that could have gone better with the program, or something that they considered could be improved. 37,5% of the students indicated that they felt that they needed more time to work on their stories, while 12,5% indicated that the vocabulary from the stories was extremely difficult to follow.

The last question was if they perceived that the extensive reading program helped them enhance their reading, to which 87,5% of the students indicated that it helped and that they found it 'interesting, different, appealing'. While 12,5% indicated that they did not feel they learnt much from the experience, and that they did not feel engage because it did not have a grade.

5. Discussion

Considering the previous data, I have found that: (1) Time was a constraint in the development of reading skills because the groups who spend more time practicing and reinforcing specific skills achieved better results, regardless of the kind of reading program used (Time-material), (2) Extensive reading can indeed affect students' interest even when they are not used to read, since, even though 75% stated that they did not usually read in English, 87,5% of the students remembered the titles or content that they read and indicated that it helped and that they found it 'interesting, different, appealing' (3), Multi-ending stories were overwhelming for 37,5% of the students, thus they might have a negative effect on certain part of the participants population, (4) Extensive reading was well received by the students but the multi-ending format was not, and lastly (5) The effects of Extensive reading program had students perceiving that reading helped them enhance their vocabulary. They stated that in the vocabulary questionnaire, where the number of unknown words dropped to 42,98%. This perceived progress can be seen as well in the focus group where 87,5% of the students indicated that they perceived an improvement in their reading skills and vocabulary

after the intervention. Nevertheless, this did not translate into better reading comprehension; since the control group from IRP group achieved an average of 71% of the reading skills, while the participants exposed to ERP only achieved an average of 44,9% of the reading skills evaluated in level III.

Firstly, it is possible to state that even students acknowledge the importance of time in the development of reading skills; as one of them indicated in the focus groups that he couldn't finish the book because he only read during the reading sessions, and he only went to the lab twice (see table 1). In this sense, this learner is pointing out one of the strongest findings in this research which is that time is a key factor to really foster the development of reading skills in an ERP. Yamashita (2008) states that this is because the enhancement of any cognitive skill and the construction of a meaningful learning environment require long periods of time that extensive reading programs are usually not allowed to have. In fact, Yamashita (2008) emphasizes that the relevance of time is such that there is a need to study an average learning speed between the slowest and fastest learners in order for ERP programs in ELL courses to set realistic outcomes. This reflects in the first finding, that indicates that from both ERP subgroups, the one whose students spent more time practicing and reinforcing reading skills achieve better results.

Similarly, Al-Homoud and Schmitt (2009) also indicate that time is usually a common constraint and a significant variable that affects measurable results in ERP as well as in IRP. This can be seen in the results of the IR test that the control group and the Extensive reading group had to take (the one that is 20% of their grade). In this Intensive reading test made by the coordinator of the level, the average reading skills achieved by the ERP group was 44,9%, compared to the IRP 71%. In this case, the ERP group had half the time the IRP had to prepare for the reading assessment, as the reading test was changed from the second test during the 64 hrs that the semester has to be the first test.

On the other hand, There was a disjunctive between the students' opinion about the structure of the material and their opinion of the program as a whole. While, 87.5% of the showed interest in the 'interesting, different, appealing', Multi-ending stories were overwhelming for 37,5% of the students. In this case, it is possible to state that, as Day & Bamford (2002) state, extensive reading can be appealing to young learners because they are different. However, exposing students to multi-ending stories can also be a double edge sword because it can have negative effects in slower students. Since, as Daniel and Woody (2012) claim, that students are usually reluctant to change the use of old habits and more frequently used materials, thus they usually find themselves discouraged when they have to use e-books or material that they are not familiarized with.

In a like manner, Bates and Mulholland (2014) state that E-books in academic areas have not been fully embraced by users and that good awareness of e-books does not end in higher use of it. This can be connected to the difficulties that learners face with online material, and that have to do with the organization of the information, the genre that they are reading and the way the use metacognitive strategies (such as planning) in order to solve a task with offline material (Coiro, 2011). Thus, while the material could have been foreign and unappealing for students reluctant to change their offline reading habits, the process of following up a multi-ending story could have also been a cognitive challenge that lead to frustration and decrease in motivation.

Lastly, theory states that extensive reading encourages exploitation of textual redundancy, it is considered that it can reinforce and increase their knowledge of language features (Nation, 2009). So, this explains why 87,5 % learners perceived to increase vocabulary and the questionnaire showed that unknown words dropped 42,98%. This, in theory, goes in tandem with theory because students are constantly exposed to see new vocabulary it in the texts that they read in an extensive reading program (Rao & Babu, 2016).

However, this did not translate into the improvement of reading skills because, as Day and Bamford (2002) explain, the recognition of words is only the first step of reading as a cognitive process. In other words, the moment where a reader identifies every phonological representation of words in the text is just the first step in the cognitive process of reading comprehension. This first recognition happens within seconds, but it does not mean immediate comprehension (Day & Bamford, 2002) . The same way, there was a decrease in the number of students that really knew what the words meant. This decrease affects the second stage of reading comprehension, where the words that had been visually recognized are used to call for previous knowledge in the reader's memory. If this second stage lasts long enough, the comprehension of the words can occur (Day & Bamford 2002). Thus, it is because the most significant improvement in vocabulary gain was in just recognition of words and not understanding of its usage, that vocabulary increase did not translate in enhancement of reading skills for this specific ER program.

6. Conclusion

Based on the previous discussion, this final chapter aims to give an answer to the questions that started this research paper. After, I shall provide some recommendations regarding the future of study of the use of digital multi-ending stories in extensive reading programs for this particular context.

Research Questions

To begin, my general question was: To what extent does the use of digital multi ending stories in an extensive reading program increases undergraduate Uninorte students' **level III reading skills** in comparison with an offline intensive reading approach?

This question was asked through the comparisons of the reading test results taken by the IRP group and the ERP group, as well as the results between the two subgroups that took

the ERP. Thus, based on the results from the tests, it is possible to state that regardless of the potential that ERP has been theorized to have for an EL course, these learning possibilities are reduced and significantly impacted by the time that students have to develop these cognitive skills. Yamashita (2008) states that time is a key factor for the development of these skills. Thus without the appropriate time to strengthen these reading skills, digital multi-ending stories in a ERP did not help learners from this context to generate equal or better reading skills than their IRP counterpart. In fact, the IRP control group showed better results than the group that was exposed to the ERP program.

Secondly, this research showed that even though students were exposed to constant repetition of language structures and vocabulary, the limited time that this research had did now allow to see if Extensive reading really helped improve students' vocabulary. The focus groups and the vocabulary questionnaires showed that the participants perceived progress in their vocabulary acquisition, but this did not showed in the reading comprehension exam. This most likely is because recognition of words (which was the stage students indicated as the one were they improved the most) happens within seconds, but it does not mean immediate comprehension (Day & Bamford, 2002)

However, in regards of the last objective, this intervention regarding extensive reading program did allow to see an increase in students' interest for reading in a English language. This is because, even tough 75% of the students stated that they did not like to read documents written in English, 87,5% of the students indicated that it helped and that they found it 'interesting, different, appealing'. Thus, as Day and Bamford (2002) state, ERP can affect student engagement in a positive way. This former relationship of cause-effect between Extensive reading and Students' engagement may open the doors for a future research regarding motivation and extensive reading.

6.1 Pedagogical implications

Based on the previously stated, I would say that the motivation multi-ending stories can create and the possibilities that it has to increase vocabulary awareness is not something to be ignored. If someone were to apply this in pedagogical environment, it is most likely that they would find positive outcomes. However, there needs to be a space to read outside of the class as well as constant monitoring to keep track of students' progress.

Furthermore, if a someone else were to implemment this or apply a similar intervention to study other effects of extensive reading, I would recommend:

- Reading about other research papers that help you set your goals and create the tools to collect the variables that you wish to analyze.
- Talking to the institution to make sure you have sufficient time to apply it without interfering with the development of the curriculum.
- Making sure there is enough variety of stories where participants can choose from.
- Making sure students understand the structure of the story, mayhap even have them reading in pairs to take decisions the first time so that even slower students can understand and feel less overwhelmed.
- Making it clear to students that they should read at home and find a way to monitor their progress.
- Making space for different activities that allow students to talk about their experiences and check for reading comprehension.
- Making different activities that allow students to use vocabulary instead of having it isolated and make sure to evaluate this new knowledge in a meaningful and practical way so that you can keep track of their progress.

- Being honest with the participants and show true interest in their progress, overall thanks them and have them know you appreciate their participation and interest in the project.

6.2 Recommendations

To conclude, I would say that even when applying this research was really enriching, there is still the need to reinforce some aspects that can help see clearer results. Thus, considering time limitations, I would suggest that for future research papers it is advised to follow students interactions with the material outside of the classroom, and offer more activities inside the classroom where students can share the stories that they have worked with. By doing this, you can increase the validity of the results because you can assure students are at least reading some stories outside of the limited time that you are allowing them to have inside the classroom.

Furthermore, the use of productive activities where they can practice using the vocabulary they chose to learn can also help learner go beyond recognition of words and closer towards reading comprehension. More fruitful studies can be done if student's production allow to see their vocabulary gain and their structures strengthened by exposure of language repetition. This last one can be mixed with the production of students' own multi-ending stories, specially if they keep a student's' journal that allows a bigger inside of their thoughts and motivation changes.

Lastly, instructing students how to read multi-ending books before exposing them to these multi-ending books may also change their perception towards the format. Thus, for future studies, this exposure of students towards reading digital multi ending stories and the use of digital dictionaries may also offer a better inside of these theories and their effect on undergraduate EFL students.

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Appendices

Appendix A

Students' consent

Consentimiento informado para participacion de Investigación.

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de la misma, así como su rol en ella de participantes.

La presente investigación es conducida por Stefani Pacheco, de la Universidad del Norte. La meta de este estudio es determinar si los libros electrónicos de finales multi-lineales en un programa de lectura extensiva puede beneficiar el incremento de vocabulario incidental y habilidades de lectura en alumnos de nivel III.

Si usted accede a participar en este estudio, se le pedirá contestar una encuesta de 6 preguntas, cuyas respuestas serán anónimas, recolectadas y tabuladas. Un pre test y post test de 50 palabras elegidas al azar de vocabulario y un test de lectura narrativa. Finalmente se realizará una entrevista de máximo 5 preguntas en el que las respuestas de los participantes serán grabadas con propósito de transcripción y análisis. La participación en este estudio es estrictamente voluntaria.

La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas en el cuestionario, evaluaciones y entrevistas serán codificadas usando un número de identificación y por lo tanto serán anónimas.

Si tiene alguna duda sobre el proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que esto lo perjudique en ninguna forma. Si alguna de las preguntas durante la entrevista le parecen incómodas, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya se agradece su participación.

.....

Acepto participar voluntariamente en esta investigación, conducida por Stefani Pacheco en la Universidad del Norte. He sido invitado (a) a participar en el estudio para determinar si los libros de finales multi-lineales pueden tener un efecto en el aprendizaje de vocabulario incidental y habilidades de lectura en el curso de nivel III. He sido informado que las metas de este estudio son:



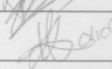
- Analizar las ventajas y desventajas de implementar libros electrónico con actividades de lectura extensiva en el desarrollo de vocabulario incidental y habilidades de lectura en los estudiantes de la Universidad del Norte.
- Determinar los factores que motivan a los alumnos de pregrado a preferir material electrónico en línea o fuera de línea.

También me han indicado que deberé responder un cuestionario de 5 preguntas, dos evaluaciones de vocabulario, una evaluación de habilidades de lectura y una entrevista de 5 preguntas.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún motivo fuera de los de este estudio sin mi consentimiento. Mi identidad no será revelada en los informes que se hagan del estudio. Por mi participación no recibiré ninguna remuneración en dinero o especies y no corro ningún riesgo.

He sido informado (a) de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a Stefani Pacheco al teléfono 3126364216.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a Stefani Pacheco al teléfono anteriormente mencionado.

Nombre del Participante	Firma	Fecha
Mateo Guerra Amad		07/09/2017
Sebastián Salazar Sabra	Sebastián Salazar	07/09/2017
Hernando Guerra Andrade	Hernando Guerra Andrade	07/09/2017
Cristian Zapata	Cristian Zapata	07-09-2017
Dolcy Mendoza Anaya	Dolcy Mendoza	07/Septiembre/2017
Hernando Pérez		07/Sep/2017
Vanessa Chávez Porcedo		07/Sept/2017
Keiner Soraca	Keiner Soraca	07/09/17
Eduardo Polo	Eduardo Polo	07/09/2017
Derson Rodríguez Romera	Derson Romera	07/09/17
Anderson Cardenas G.	Anderson Cardenas G.	07/09/17
Marta Pantoja Narimón	Marta P.	07/09/17
Daniela Borgez Gutierrez	Daniela B.	07/09/17

También me han indicado que deberé responder un cuestionario de 5 preguntas, dos evaluaciones de vocabulario, una evaluación de habilidades de lectura y una entrevista de 5 preguntas.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún motivo fuera de los de este estudio sin mi consentimiento. Mi identidad no será revelada en los informes que se hagan del estudio. Por mi participación no recibiré ninguna remuneración en dinero o especies y no corro ningún riesgo.

He sido informado (a) de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a Stefani Pacheco al teléfono 3126364216.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a Stefani Pacheco al teléfono anteriormente mencionado.

Nombre del Participante	Firma	Fecha
Rafael Palacio Borrell	Rafael Palacio	11/09/2017
Vicent Jose Jimenez Bolego	Vicent Jimenez	11/09/2017
David Pacheco H	David Pacheco	11/09/2017
Carlos Cervantes M.	Carlos Cervantes	11/09/2017
Valencia Rodriguez M	Valencia Rodriguez	11/09/17
Francisco David Pabon T	Francisco David Pabon	11/09/17
Maria Velasquez B.	Maria Velasquez B.	11/09/17
Laura Olga Perez	Laura Olga Perez	11/09/17
Maria Restrepo	Maria Restrepo P.	11/09/17
Maria Paula Ochoa	Maria Paula	11/09/17
Manuela Gomez	Manuela Gomez	11/09/17
Juan Ruiz Mue	Juan Ruiz M.	11/09/17

Maura Lopez Pal	Maura Lopez	11-09-2017
Wis Gutierrez de P	Wis Gutierrez de P	11-09-2017
Adrian Mejia	Adrian Mejia	11-09-2017
Laura Yenerly M.	Laura Yenerly	11-09-2017
Wendy Vacca	Wendy Vacca	11-09-2017
Andres Jimenez M	Andres Jimenez	11-09-2017
Andrea Torres Lopez	Andrea Torres Lopez	11-09-2017

Appendix B
Pre vocabulary questionnaire

A = I know what this word/phrase means and I can use it in a sentence.	B = I know what this word/phrase means, but I'm not sure how to use it.	C = I've seen this word/phrase before, but I don't know what it means.	D = I've never seen this word/phrase before.
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Pre-test	A	B	C	D
Avarage	42%	13,50%	21,97%	59,98%
	A	B	C	D
1. Lean	24%	21,20%	39,40%	15,20%
2. Track	39,4%	21,20%	33,30%	6,10%
3. Pick up	57,60%	27,30%	15,20%	0%
4. Worth	34,40%	15,60%	34,40%	15,60%
5. Cab	18,2%	21,2%	18,2%	42,4%
6. Slight	9,7%	9,7%	38,7%	41,9%
7. Land	65,6%	25%	9,4%	0,0%
8. Shake	66,7%	21,2%	12,1%	0,0%
9. Developed	51,5%	18,20%	12,10%	18,2
10. Carefully	84,80%	6,10%	9,10%	0
11. Equipment	75,8%	21,20%	0%	3%%
12. Pyramid	75,8%	15,20%	3%	6%
13. Tape	30,3%	24,20%	33,30%	12,10%
14. Just	87,9%	9,10%	3%	0
15. Slim	39,4%	24,40%	24,20%	12,10%
16. Bottomless	12,1%	9,10%	36,40%	42,40%
17. Hollow	21,2%	24,20%	15,20%	39,40%
18. Sole	12,5%	12,50%	34,40%	40,60%
19. But	100%	0	0	0
20. Shell	33,3%	12,10%	36,40%	18,20%
21. Inner	18,8%	6,30%	15,60%	59,40%
22. Rope	27,3%	6,10%	36,40%	30,30%
23. Near	69,7%	9,10%	21,20%	0
24. Wrapped	18,20%	3%	36,40%	42,40%
25. Throttles	12,10%	6,10%	21,20%	60,60%
26. Slowly	69,70%	9,10%	15,20%	6,10%
27. Rope	27,30%	6,10%	36,40%	30,30%
28. Into	60,6%	36,4%	3%	0%
29. Toward	21,20%	36,40%	21,20%	21,20%
30. Edge	42,40%	9,10%	39,40%	9,10%
31. Lurk	9,10%	3%	18,50%	69,70%
32. slip	24,20%	6,10%	33,30%	36,40%

33. Drift	30,30%	21,20%	21,20%	27,30%
34. Fuel	36,40%	9,10%	9,10%	45,50%
35. At	78,80%	15,20%	6,10%	0%
36. Thick	12,90%	6,50%	41,90%	38,70%
37. Aboard	39,40%	18,20%	36,40%	6,10%
38. Gauges	6,10%	6,10%	33,30%	54,50%
39. Brush	54,50%	3%	30,30%	12,10%
40. Swoop	9,40%	3,10%	28,10%	59,40%
41. Warn	30,30%	15,20%	24,20%	30,30%
42. Winds	51,20%	6,10%	21,20%	21,20%
43. Plenty	15,20%	0%	30,30%	54,50%
44. Gear	27,30%	12,10%	24,20%	36,40%
45. Few	66,70%	24,20%	9,10%	0%
46. Cockpit	9,40%	3,10%	28,10%	59,40%
47. As soon as	71%	19,40%	3,20%	6,50%
48. Slow	81,30%	9,40%	9,40%	0%
49. Harder	68,80%	12,50%	9,40%	9,40%
50. Through	57,60%	15,20%	27,30%	0%

Appendix C
Post vocabulary questionnaire

Post test	A	B	C	D
Average	35,40%	20,05%	27%	17%

	A	B	C	D
14. Just	66,60%	33,30%	0%	0%
2. Track	25,90%	33,30%	37%	3,70%
36. Thick	11,10%	11,10%	44,40%	33,30%
45. Few	74,10%	14,80%	7,40%	3,70%
30. Edge	33,30%	37%	25,90%	3,70%
24. Wrapped	7,40%	7,40%	63%	22,20%
34. Fuel	25,90%	7,90%	29,60%	37%
15. Slim	29,60%	29,60%	33,30%	7,40%
50. Through	70,40%	22,20%	7,40%	0%
11. Equipment	74,10%	22,20%	3,70%	0%
16. Bottomless	0%	22,20%	44,40%	33,30%
4. Worth	22,20%	37%	37%	3,70%
10. Carefully	81,50%	18,50%	0%	0%
22. Rope	22,20%	22,20%	33,30%	22,20%
25. Throttles	0	11,50%	46,20%	42,30%
29. Toward	14,80%	22,20%	37%	25,90%
12. Pyramid	88,90%	3,70%	7,40%	0%
7. Land	59,30%	22,20%	18,50%	0%
21. Inner	14,80%	3,70%	37%	44,40%
17. Hollow	18,50%	25,90%	33,30%	22,20%
39. Brush	40,70%	22,20%	25,90%	11,10%
47. As soon as	74,10%	22,20%	3,70%	0%
32. slip	22,20%	22,20%	51,90%	3,70%
9. Developed	48,10%	33,30%	11,10%	7,40%
26. Slowly	57,70%	30,80%	11,50%	0%
23. Near	81,50%	11,10%	7,40%	0%
19. But	100%	0%	0%	0%
5. Cab	11,10%	22,20%	44,40%	22,20%
8. Shake	40,70%	33,30%	18,50%	7,40%
38. Gauges	0%	14,80%	37%	48,10%
18. Sole	3,70%	11,10%	37%	48,10%
3. Pick up	55,60%	40,70%	3,70%	0%
44. Gear	25,90%	22,20%	37%	14,80%
13. Tape	30,80%	30,80%	23,10%	15,40%

28. Into	70,40%	25,90%	3,70%	0%
20. Shell	7,40%	25,90%	44,40%	22,20%
40. Swoop	0%	3,70%	48,10%	48,10%
35. At	70,40%	25,90%	3,70%	0%
31. Lurk	0%	3,70%	29,60%	66,70%
42. Winds	29,60%	14,80%	40,70%	14,80%
1. Lean	18,50%	29,40%	37%	14,80%
6. Slight	14,80%	25,90%	51,90%	7,40%
43. Plenty	3,70%	14,80%	33,30%	48,10%
33. Drift	7,40%	29,60%	37%	25,90%
46. Cockpit	3,70%	0,00%	33,30%	63%
41. Warn	22,20%	18,50%	44,40%	14,80%
48. Slow	77,80%	22,20%	0%	0%
27. Rope	29,60%	18,50%	37%	14,80%
49. Harder	74,10%	3,70%	18,50%	3,70%
37. Aboard	46,20%	15,40%	26,90%	11,50%

Appendix D
Results from reading IR test (ERP
group)

	Reading comprehension 30 points						
Student	Vocabulary into context	Main ideas	Inferences	Details	Vocabulary 10 points	Grammar 10 points	Grade
Burgos Daniela	3	3	1	5	10	7	3,2
Cardenas Anderson	2	4	1	4	7	9	3,1
Chavez Vanessa	5	5	1	6	10	8	4
Coronell Camila	3	4	1	3	5	6	2,6
De la Hoz Maria José	3	5	2	6	7	9	3,7
Fragozo Melissa	3	4	1	3	7	8	3
Guerra Mateo	2	1	2	5	8	5	2,4
Guevara Hernando	2	4	1	4	5	4	2,4
Leal Hermes	5	3	2	8	10	6	3,7
Marquez Alejandro	0	3	0	7	2	6	2,1
Mendoza Dolcecy	5	4	1	7	8	7	3,6
Patron Paola	0	3	1	1	5	6	1,9
Polo Eduardo	4	4	1	3	3	5	2,4
Ponton Marla	5	5	1	3	8	7	3,4
Rebolledo Daniel	4	4	1	7	10	9	3,9
Rodriguez Deison	0	3	1	4	6	1	1,8
Salazar Sebastian	2	3	1	6	5	5	2,5
Soraca Keiner	4	3	1	5	7	9	3,2
Suarez Cristian	3	4	1	5	4	7	2,8

Tordecilla Lina	3	5	1	4	6	3	2,7
Vega Valeria	0	4	0	7	7	4	2,6
Zapata Cristian	2	4	2	4	6	7	2,9

2

		Reading comprehension 30 p.						
NRC:	Student	Vocabulary into context	Main ideas	Inferences	Details	Vocabulary 10 points	Grammar 10 points	Grade
	Gomez Marianna	5	5	2	6	1	6	3
	Barranco David	3	5	2	7	3	6	3,1
	Cervantez Carlos Antonio	0	4	1	6	8	5	2,8
	Paez Erika	2	4	0	7	2	3	2,2
	Gutierrez Luis	4	5	1	7	4	7	3,3
	Jimenez Andres	3	2	2	6	4	6	2,5
	Jimenez Vincent	1	2	2	4	2	4	1,7
	Mejia Adrian	5	5	2	6	8	5	3,6
	Ordoñez Maria Paula	4	4	2	6	5	2	2,7
	Pabon Francisco	5	3	2	4	4	5	2,6
	Palacio Rafael	3	4	1	8	4	7	3,1
	Restrepo Meira	3	3	2	6	7	8	3,2
	Rodriguez valeria	5	3	1	5	5	8	3
	Ruiz Ivan	2	3	2	7	1	7	2,5
	Soto Shirley	3	3	0	5	1	6	2,1
	Torres Andrea	3	4	2	3	4	6	2,6

	Vacca Wendy	4	6	2	5	0	4	2,7
	Vega Perez Javier Daniel	4	4	2	3	6	5	2,8
	Velazquez Maria	4	5	1	4	4	5	2,8
	Yenery laura	4	6	1	6	7	3	3,3
	Yepes Maura	2	7	2	6	7	7	3,8

Reading points	Reading skills achieved %
12	40
11	36,7
17	56,7
11	36,7
16	53,3
11	36,7
10	33,3
11	36,7
18	60,0
10	33,3
17	56,7
5	16,7
12	40,0
14	46,7
16	53,3
8	26,7
12	40,0
13	43,3
13	43,3
13	43,3
11	36,7
12	40,0
Reading points	Reading skills achieved %
18	60
17	56,7
11	36,7
13	43,3
17	56,7
13	43,3
9	30,0
18	60,0
16	53,3
14	46,7

16	53,3
14	46,7
14	46,7
14	46,7
11	36,7
12	40,0
17	56,7
13	43,3
14	46,7
17	56,7
17	56,7

Average G1	41,4
Average G2	48,4
Total	44,9

Appendix E
Results IR reading test (IRP group)

	READING ASSESSMENT (20%)			
	Breakdown (50 points total)			
NRC: 5312	Read.	Gram.	Vocab.	
	/40 pts	/5 pts	/5 pts	GRADE
Student	40	5	5	5
Acosta Jimenez, Daniella	37	4	5	4,6
Benjumea Orellano, Juan C.	28	3	3	3,4
Cifuentes Vargas, Luis A.	28	3	4	3,5
Diaz Camargo, Luis D.	25	5	5	3,5
Gomez Soto, Amalia M.	30	3	2	3,5
Gonzalez Estrada, Cesia A.	35	3	2	4
Madera Polo, Natalia	30	3	3	3,6
Mercado Pestana, Maria J.	28	4	2	3,4
Mercado Rodriguez, Luis A.	27	3	3	3,3
Montoya Cogollo, Manuel J.	21	3	4	2,8
Name Farelo, Ivana C.	36	2	2	4
Pacheco Castillo, Sergio A.	30	4	4	3,8
Pautt Guzman, Francisco J.	32	2	3	3,7
Peña Guerra, Juan C.	33	1	4	3,8
Sarmiento Altamar, Carlos A.	19	2	2	2,3
Soto Deiner	28	2	2	3,2
Velasquez Ortega, Felix A.	26	3	2	3,1
Venegas Iriarte, Sebastian A.	30	3	2	3,5
Vera Pacheco, Maria F.	35	1	1	3,7
Villadiego Diaz, Leonardo J.	32	2	2	3,6

Student	Reading skills achieved %
Acosta Jimenez, Daniella	92,5

Benjumea Orellano, Juan C.	70
Cifuentes Vargas, Luis A.	70
Diaz Camargo, Luis D.	62,5
Gomez Soto, Amalia M.	75
Gonzalez Estrada, Cesia A.	87,5
Madera Polo, Natalia	75
Mercado Pestana, Maria J.	70
Mercado Rodriguez, Luis A.	67,5
Montoya Cogollo, Manuel J.	52,5
Name Farelo, Ivana C.	90
Pacheco Castillo, Sergio A.	75
Pautt Guzman, Francisco J.	80
Peña Guerra, Juan C.	82,5
Sarmiento Altamar, Carlos A.	47,5
Soto Deiner	70
Velasquez Ortega, Felix A.	65
Venegas Iriarte, Sebastian A.	75
Vera Pacheco, Maria F.	87,5
Villadiego Diaz, Leonardo J.	80
Average G1	74
Average G2	68,6
Total	71

Appendix F

Focus Group 1

Interview 1
T: Ok, la primera pregunta es: ¿ustedes usualmente leen? Y si lo hacen ¿en qué idioma y qué leen?
S1: Eh... yo me...me encuentro estudiando derecho, por ende suelo leer literatura jurídica y jurisprudencia...y leyes que saca el gobierno. Así que por este ámbito suelo leer en español. No obstante en inglés la lectura es muy poca y apenas me encuentro leyendo en inglés desde el semestre pasado con inglés nivel dos. Y este... nivel de inglés he leído cuatro libros, en comparación al nivel anterior que leí solamente dos.
T: Ok, ¿Chicos? ¿Alguien más?
S2: Yo. Eh... Yo no leo casi. Lo que leo lo leo en español. Trato de leer un poquito de ciencia, pero no leo libros. ¿Sabe? Solamente en internet y esas cosas. Sólo eso.
T: Ok.
S3: Suelo leer por exigencia académica, filosofía y también un poco de derecho. En español. Siempre trato de obviar las lecturas en inglés porque se me hacen...se me dificulta un poco.
T: ok.
S4: Yo también leo sólo por exigencia académica. Pues como estoy escuchando música leo mucho lo que es partituras y la historia de la música. Y sobre muchos autores, pero en literatura en general...Pero en literatura en general, muy poco. La mayoría en inglés. Novelas y esas cosas.
T: ok.
S5: Yo no suelo leer mucho, porque en mi carrera no hay muchas materias que me exijan leer. Y además de eso, en los semestres en lo que lo hice, no era mucho tampoco lo que tenía que hacer a pesar de eso, yo también soy flojo y no me gusta leer. No leo mucho. (Risa). Y...eh...sí, suelo leer en español. Pero antes lo hacía más frecuente. Ya no...ya no tengo la necesidad. Y ahora tampoco por exigencia académica. No lo hago.
T: (risa) Ok. La segunda pregunta es...eh... ¿Se acuerdan del título que eligieron o más o menos de qué trataba la historia? ¿Por qué eligieron ese título? <pausa> <silencio> Las historias que leímos en el computador... las de...
S3: El mapa.
T: Sí.

S5: El mindmap.	
T: Sí. ¿Recuerdan más o menos por qué eligieron los títulos que eligieron?	
<Silencio>	
S5: Uhm. Yo escogí la del escape, porque simplemente me pareció interesante, como que...me generó una duda...como de qué se estaban escapando... ¿por qué se iban a escapar? ¿De qué? ¿Cuál era la historia detrás de ese título y los personajes además?	
T: Ok.	
S2: Yo escogí el del escape de la cueva también. No sé si es el mismo. /S5 niega con la cabeza y se ríe/ ¿No? /sorprendido/ Bueno, el mío era de escaparse de una cueva. Y me pareció interesante porque me gusto el personaje principal.	
T: /Se ríe/ tú eras el personaje principal.	
S2: /Se ríe/ O sea, sí, pero la...la... lo que hacía el personaje principal.	
T: Ah, ok. /Pausa/ eh... ¿Chicos?	
S3: Personalmente elegí la de...eh...la de...uhm... La del científico que estaba en una cueva debajo del mar. Me pareció interesante. Y cada vez que leo literatura trato de leer aventuras o cosas así porque es lo que más me llama la atención.	
T: Ok. /Mira a los demás estudiantes que se ven desconcertados por un momento y sonrío/ Si no se acuerdan pueden decirlo.	
S1: eh... A mí me gusta más que todo géneros para literarios...de fantasía, por ende me interesó el título de la...eh...el misterio de la película y pues es...es una interesante lectura. /se sonrío/ Intenté sacarle todos los finales /se ríe con satisfacción/ Con éxito lo logré después de cierta.../se ríe un poco más por la sorpresa pintada en la cara de sus compañeros y la profesora/	
T: ¡¿Le sacaste todos los finales?!	
S1: Si...eh...pero igual, por exigencia nada más pedían uno, pero siempre fue interesante ver cómo fueron todos los finales de esa obra. También había otros libros allí muy buenos.	
S4: Ya, ya. Ya me acordé. Bueno. No me acordaba, pero ya tengo ciertos recuerdos. Elegí la del...eh...el científico que viaja con su sobrina. Eh. Me pareció muy interesante, la verdad, porque ehm. Eh. Se ve que tipo de relación hay entre las dos personas. Y lo que pasa a lo largo de la historia son cosas inimaginables, cosas que uno no podría conectar en otro tipo de historia, entonces me pareció bastante interesante.	

T: Ok. La siguiente pregunta es ¿Qué dificultades encontraron en la lectura? Es decir. ¿Si el material o la historia fue difícil, o el vocabulario fue difícil? ¿O el material estaba mal escaneado?
S4: Eh. No. Sinceramente para mí no fue difícil de leer. No fue difícil de interpretar. Pero pienso que es muy complejo, la estructura como tal de la historia. Es bastante complejo. Sin embargo, me gustó bastante.
T: ok. ¿Chicos?
S2: A mí me pareció complicado el vocabulario porque como el mío hablaba de cuevas y hablaba de cosas así no...ahí...habían palabras que no sabían que eran...y no se podían deducir con el contexto porque eran objetos, entonces también es difícil.
T: Ok.
S3: A mí lo que más se me dificultó fue seguir la relación porque como fueron dos clases separadas entonces habían... se saltaban algunas páginas, entonces se me hizo difícil seguir el hilo de lo que estaba haciendo...entonces...<pausa>
S5: Sí, eh...era cuestión simplemente de palabras claves. Que eran objetos, o acciones que yo no conocía y que no podía relacionar con el contexto. Así que...en jeso! Fue lo que me enredé un poquito...pero...ehm...no fue difícil seguir la historia.
T: Oh... ¿/profesora llama a S1 porque ha estado esperando su turno para hablar/?
S1: Eh pues...a lo largo de la lectura, pues, se presentan algunas fallas de vocabulario. Un vocabulario que uno particularmente no conoce, pero que con ayuda de internet uno puede buscar el significado y complementas esa parte o esa falencia...pero por otro lado la lectura es interesante porque para seguirla...yo aconsejo que se sigan enumerando las páginas que uno va leyendo aunque sean unas páginas saltadas y que te acuerdes de la última decisión que tomaste.
T: /sonríe y asiente con la cabeza/ Usualmente eso ayuda. Ok. Chicos, eh...¿Recomendaciones que...eh...puedan...Si esto se fuera a dar para todos los niveles 3 el otro año...eh...Qué recomendación dan para...?
S4: ¿Para los estudiantes o para los profesores?
T: para el programa como tal.
S3: pienso que va muy bien encaminada y me gustaría que se manejaran un poco más ese tipo de actividades o que fueran un poquito más extensa como para ser algo sustancioso de verdad, que no fuera corriendo ni nada. Sino que, como el mapa que hicimos siempre se pudiera completar...de una mejor manera, fuera más tiempo.
S4: A mí también me parece muy útil porque pone a funcionar el cerebro de una manera impresionante, y uno conoce nuevo vocabulario. No es a lo que uno está acostumbrado. No es lo que uno habla todos los días sino que es conocer nuevas cosas y es muy interesante.

S2: Yo también...yo, por ejemplo, leo muy lento. Y más en inglés. Entonces me parece que lo que faltó fue más tiempo. O sea, lecturas más largas y más complejas. Y que sea para la casa. Ósea que no sea una actividad de sólo dos horas, para entregar al final, sino que sea algo más.
T: Las actividades estaban para la casa.../Los alumnos se ríen/
S2: ¿Cuáles actividades?
T: /Se ríe/ Si, pero al inicio se recomendó que siguieran leyendo si querían en casa. /Se ríe/ Ok...la última pregunta. Eh. Es... ¿Creen que les ayudó a mejorar su inglés de alguna manera? <Pausa> /Alumnos se muestran confusos con la pregunta/ Es decir ¿Se acuerdan de algún vocabulario o estructura? Honesta y francamente.
S4: Sí. A mí si me sirvió, de hecho, hubo unas palabras que yo no...no...de pronto no sabía el significado muy bien o no sabía de pronto como utilizarlas en una oración normalmente y me ayudó...O sea...como para saberlas, para aprender más de este tipo de <pausa> términos.
S1: Me ayudó mucho más que todo en ciertos ámbitos de ciertas palabras de inglés que al mezclar se cambian el significado. No bruscamente, pero si de una manera fuerte. 'tonces puede que te cambie el contexto de la oración. Entonces me ayudó bastante, porque a lo largo del texto me...me...enfrenté a esas cuestiones, así que por lo general busqué porque el significado que me daba no era tan acorde a la historia.
S2: A mí me parece que también ayuda mucho al orden en la lectura, porque tú tienes que estar pendiente para tomar tus propias decisiones. Entonces... eso ayuda a que te concentres más. Y que estés siempre pendiente de todo. O sea, no se te puede pasar una frase porque ya no sabes que decisión tomar. Entonces allí exige más nivel.
T: Ok.
S3: Más que todo, como es un tipo de lectura didáctica me hizo interesarme más por ese tipo de lecturas y de actividades. También me sirvió como para darme cuenta que en palabras que no conozco, en un contexto, las puedo sacar como por...aja...relacionándolas en un contexto puedo saber que significan y cosas así. Entonces, me interesó también...el...cómo planteo ideas referente a lo que estoy leyendo, entonces eso fue lo que me ayudó.
S5: En mí fue en cuestión de palabras que no conocía. Ya las empiezo a ver más como sinónimos de otras y que me ayudan a ampliar el...eh...el vocabulario. Eran cosas que eh...más o menos no conocía y ahora sé más o menos como usarlas en una oración <pausa> cuál es su significado.
T: /mira a S4 que pide la palabra/ ¿Sí?
S4: ¿Puedo decir algo?
T: Sí.

S4: Sería...Sería bueno...pues porque cuando yo estaba eh...leyendo estas historias...a mí se me venía a la mente...como las personas hacen para realizar estos textos... porque es muy complicado, es muy variado lo que se puede hacer. Pues sería bueno explicarle, pues a los otros niveles 3, eh...enseñarles como...como aprender a manejar este tipo de texto o como aprender a hacerlos en sí. Porque es bastante...pues me causa bastante curiosidad.

T: Ok. Con eso concluimos. Gracias chicos.

Group 2

T: Hola chicos. Bueno. La entrevista va a ser en español. ¿Ok?

S1: /pretende suspirar aliviado/ que bueno /los demás se ríen/

T: Ok. Primera pregunta: ¿Te gusta leer? ¿Y qué lees? ¿Lees en Inglés o en español?

S1: Bueno, cuando empiezo si me gusta...pero sólo no lo hago constantemente y cuando lo hago es usualmente libros de autoayuda o literatura...ah...y nunca en inglés.

S2: Yo... depende del texto. Se puede decir que sí. Todo referente con la carrera. También me gusta el misterio e investigación. Leo en Inglés porque en mi carrera programo en inglés y me toca. <Pausa>

S3: A mí sí me gusta leer. Aventura, fantasía y filosofía. Un libro en inglés que leí...se llamaba Cleopatra.

T: ¿Y tú /menciona el nombre de S4/?

S4: Si me gusta leer, pero leo muy poco en inglés. No sé por qué, pero práctico es cuando leo los trabajos en inglés y artículos interesantes en redes sociales. Como de deporte, arquitectura, de edificios. Igual, no es que sea la súper lectura. /se ríe/

T: /se ríe/ Bueno ¿y por qué eligieron este título en particular? El de los computadores ¿Si se acuerdan?

S2: Yo elegí algo con un agente... código...

T: ¿Code Johan?

S2: ¡Ese! Porque era de misterios...<pausa> y espías.

S1: Yo elegí "under the sea" porque era misteriosa.

S3: <pausa> Escape, porque creí que era un misterio. Al principio creí que era un secuestro y terminó siendo como misión imposible.
S4: A ver...Yo creo que era "Movie..."
T: ¿Movie Mystery?
S4: Movie Mystery. Es que es que más me pareció llamativo desde la portada.
T: Ok. ¿Qué les parece que necesita mejorarse en el programa? ¿Qué dificultades notaron?
S1: Las lecturas eran muy difíciles. Las palabras...son muy difíciles. Había muchas que no sabía... <pausa>
S2: A mí me parece que no fue suficiente tiempo...ni para leer...ni para hacer las actividades. También que todos estábamos leyendo cosas diferentes entonces ¿cómo revisar las actividades y compartir lo que leímos era difícil?
S3: Yo creo que el texto que leímos ayer (nota: El examen) era más difícil. Yo sentí que el diccionario era necesario más en ese texto que en la lectura del computador.
S4: ...el vocabulario era muy difícil y otro muy desbalanceado.
T: Ok. ¿Y qué les gustó o que no les gustó de la actividad?
S1: A mí me gustó que era diferente, pero el formato era difícil de seguir. Yo me perdí.
S4: A mí sí me gustó, porque salimos de ese encierro (nota: del salón) y hay algo más llamativo... y también se pierde esa presión. Pero si para mejorar... el tiempo es muy corto, sólo fuimos 2 veces. Yo por ejemplo, no pude terminar mi libro.
S2: La calidad del PDF no me gustó, pero la historia sí.
S3: Pues...a mí también me gustó que la actividad era diferente y que podías tomar tus propias decisiones. Eso te da como un poder...que no es común. Pero no me gustó leer en el computador y que la calidad de los dibujos...bueno no era buena.
T: No los hice yo, ¿eh? /se ríe/ <pausa> Bueno... ¿Crees que el programa te ayudó a mejorar tu inglés?
S1: Bueno... Hay un momento en el que yo me bloqueo y como que dejo de prestar atención. Pero...creo que sí. Creo que mi vocabulario incrementó. Pero, siendo honesto, profe, uno no le da importancia a algo cuando uno tiene nota. Yo siento...que uno está acostumbrado a que si no tiene nota uno no se lo toma en serio. Y no es sólo en inglés...en las otras materias. Cuando alguien dice investigación...y no tiene nota. Se hace como para salir del paso. <Pausa y momento incomodo>

T: Gracias por tu honestidad. Es decir. Sí. Yo sé que muchas veces eso pasa, pero cuando uno se gradúa...entonces las cosas parecen un poco diferentes...<pausa> /S3 levanta la mano y T sede la palabra a S3/

S3: Yo creo...creo que me ayudó a leer de mejor manera. El vocabulario también...aunque la gramática es importante, pero yo pienso que con esto puedo enfrentarme a distintos temas de conversación al mismo tiempo.

S2: Yo creo que si ayuda porque aprendemos muchos temas de vocabulario y uno....pues yo creo que uno aprende más rápido leyendo.

S4: Yo...yo estoy de acuerdo...en inglés yo leo y comprendo. Pero no me sucede eso tanto como hablándolo y siento que puedo comunicarme...

T: Ok...eso es todo, gracias chicos, ya pueden volver al salón...

Appendix G
ERP Reading test

Reading comprehension test.

Name: _____

I. Identify Content

Circle the correct answer.

1. What are you searching for? a. A Person b. A locker. c. A treasure.	2. You must not keep what you find longer than... a. 10 days b. 15 days c. 7 days.
3. The reason why Carter travels with his father is because... a. His father is a wanted conman. b. His father does not have a good job. c. His father gives history lectures around the world.	4. Carter doesn't see Sadie that often because... a. She doesn't him. B. He doesn't like her. C. His mother's parents don't like his father.
5. Carter's father was constantly a. Busy. b. Weary. c. Angry	6. Carter and Sadie look... a. Exactly the same. b. Completely different. c. A little similar.
7. Sadie's cat... a. has not changed in 6 years. b. has changed a lot in the last 6 years. c. died long during the last 6 years.	

II. Generate Questions.

Write a question that you have about the story after reading 4 paragraphs. **For example:** *Who is Sadie?*

1. _____
2. _____
3. _____
4. _____
5. _____

III. Understanding text structure

Circle the correct answer.

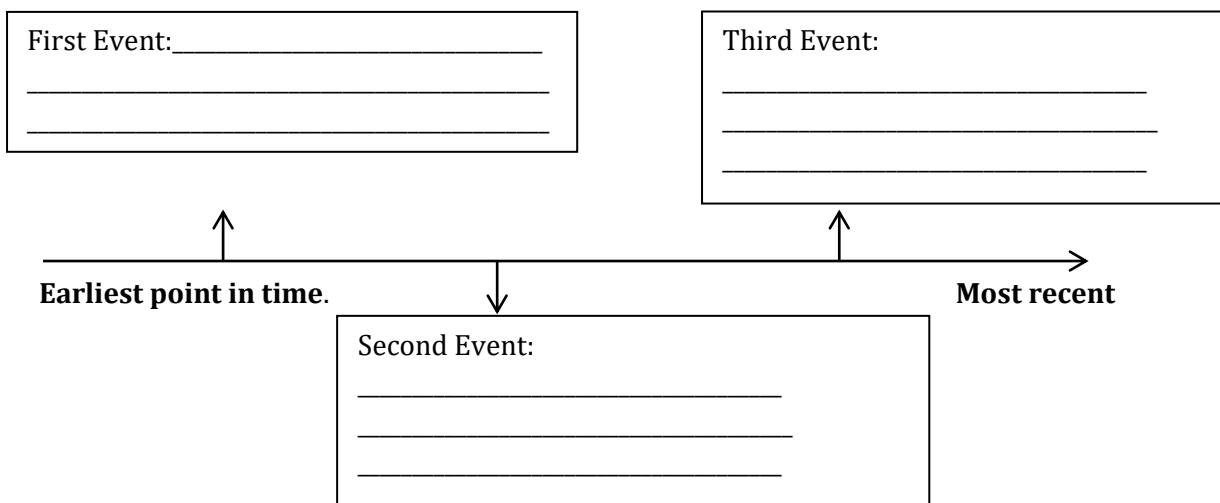
a. Based on the structure you can tell the author wants you to feel like:

- a) The story was recorded in some cassette
- b) The story was written in an old agenda.

b. Read the story and identify the text's structure. Write information from the passage into the graphic organizer.

* Which part of the paragraphs is chronological? Put information from the passage onto the graphic organizer.

Passage's # _____



- Which part of the paragraphs compares and contrasts? Put information from the passage onto the graphic organizer.

Passage's # _____

<p align="center">What is being compared?</p> <p>_____</p> <p>_____</p>
--



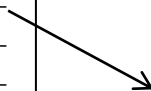
Similarities	Differences
1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

- Which part of the paragraphs presents **cause and effects**? Put information from the passage onto the graphic organizer.

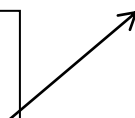
Paragraph's # _____

<p>Cause #1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

<p align="center">Effect</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



<p>Cause #2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--



IV. Retells, Summarizes

Write down a complex or compound sentences that summarize what you read on each page.

1. _____

2. _____

3. _____

V. Analyzes texts

Write **(T)** if the statement is true, and **(F)** if the statement is false.

<input type="checkbox"/> Carter Paine thinks his father's job is exciting.
<input type="checkbox"/> Carter's father doesn't see Sadie because he had a bad divorce with her mom.
<input type="checkbox"/> Carter and Sadie's adventure probably started in Summer.
<input type="checkbox"/> Carter felt his father's behavior was suspicious.
<input type="checkbox"/> Carter and his father always meet Sadie on time.

VI. Monitoring comprehension.

Answer the following questions.

What do you do when you want to find the main idea? _____ _____ _____
What do you do when you do not the vocabulary in the story? _____ _____ _____
What tools do you use to summarize the information in the story? _____ _____ _____
What do you do to infer information from the text? _____ _____ _____
How do you describe your reading skills? High, Medium, or low? _____ _____ _____

1. A Death at the Needle

WE ONLY HAVE A FEW HOURS, so listen carefully.

If you're hearing this story, you're already in danger. Sadie and I might be your only chance.

Go to the school. Find the locker. I won't tell you which school or which locker, because if you're the right person, you'll find it. The combination is 13/32/33. By the time you finish listening, you'll know what those numbers mean. Just remember the story we're about to tell you isn't complete yet. How it ends will depend on you.

The most important thing: when you open the package and find what's inside, don't keep it longer than a week. Sure, it'll be tempting. I mean, it will grant you almost unlimited power. But if you possess it too long, it will consume you. Learn its secrets quickly and pass it on. Hide it for the next person, the way Sadie and I did for you. Then be prepared for your life to get very interesting.

Okay, Sadie is telling me to stop stalling and get on with the story. Fine. I guess it started in London, the night our dad blew up the British Museum.

My name is Carter Kane. I'm fourteen and my home is a suitcase.

You think I'm kidding? Since I was eight years old, my dad and I have traveled the world. I was born in L.A. but my dad's an archaeologist, so his work takes him all over. Mostly we go to Egypt, since that's his specialty. Go into a bookstore, find a book about Egypt, there's a pretty good chance it was written by Dr. Julius Kane. You want to know how Egyptians pulled the brains out of mummies, or built the pyramids, or cursed King Tut's tomb? My dad is your man. Of course, there are other reasons my dad moved around so much, but I didn't know his secret back then.

I didn't go to school. My dad homeschooled me, if you can call it "home" schooling when you don't have a home. He sort of taught me whatever he thought was important, so I learned a lot about Egypt and basketball stats and my dad's favorite musicians. I read a lot, too—pretty much anything I could get my hands on, from dad's history books to fantasy novels—because I spent a lot of time sitting around in hotels and airports and dig sites in foreign countries where I didn't know anybody. My dad was always telling me to put the book down and play some ball. You ever try to start a game of pick-up basketball in Aswan, Egypt? It's not easy.

Anyway, my dad trained me early to keep all my possessions in a single suitcase that fits in an airplane's overhead compartment. My dad packed the same way, except he was allowed an extra workbag for his archaeology tools. Rule number one: I was not allowed to look in his workbag. That's a rule I never broke until the day of the explosion.

It happened on Christmas Eve. We were in London for visitation day with my sister, Sadie.

See, Dad's only allowed two days a year with her—one in the winter, one in the summer—because our grandparents hate him. After our mom died, her parents (our grandparents) had this big court battle with Dad. After six lawyers, two fistfights, and a near fatal attack with a spatula (don't ask), they won the right to keep Sadie with them in England. She was only six, two years younger than me, and they couldn't keep us both—at least that was their excuse for not taking me. So Sadie was raised as a British schoolkid, and I traveled around with my dad. We only saw Sadie twice a year, which was fine with me.

[Shut up, Sadie. Yes—I'm getting to that part.]

So anyway, my dad and I had just flown into Heathrow after a couple of delays. It was a drizzly, cold afternoon. The whole taxi ride into the city, my dad seemed kind of nervous.

Now, my dad is a big guy. You wouldn't think anything could make him nervous. He has dark brown skin like mine, piercing brown eyes, a bald head, and a goatee, so he looks like a buff evil scientist. That afternoon he wore his cashmere winter coat and his best brown suit, the one he used for public lectures. Usually he exudes so much confidence that he dominates any room he walks in-

to, but sometimes—like that afternoon—I saw another side to him that I didn't really understand. He kept looking over his shoulder like we were being hunted.

"Dad?" I said as we were getting off the A-40. "What's wrong?"

"No sign of them," he muttered. Then he must've realized he'd spoken aloud, because he looked at me kind of startled. "Nothing, Carter. Everything's fine."

Which bothered me because my dad's a terrible liar. I always knew when he was hiding something, but I also knew no amount of pestering would get the truth out of him. He was probably trying to protect me, though from what I didn't know. Sometimes I wondered if he had some dark secret in his past, some old enemy following him, maybe; but the idea seemed ridiculous. Dad was just an archaeologist.

The other thing that troubled me: Dad was clutching his workbag. Usually when he does that, it means we're in danger. Like the time gunmen stormed our hotel in Cairo. I heard shots coming from the lobby and ran downstairs to check on my dad. By the time I got there, he was just calmly zipping up his workbag while three unconscious gunmen hung by their feet from the chandelier, their robes falling over their heads so you could see their boxer shorts. Dad claimed not to have witnessed anything, and in the end the police blamed a freak chandelier malfunction.

Another time, we got caught in a riot in Paris. My dad found the nearest parked car, pushed me into the backseat, and told me to stay down. I pressed myself against the floorboards and kept my eyes shut tight. I could hear Dad in the driver's seat, rummaging in his bag, mumbling something to himself while the mob yelled and destroyed things outside. A few minutes later he told me it was safe to get up. Every other car on the block had been overturned and set on fire. Our car had been freshly washed and polished, and several twenty-euro notes had been tucked under the windshield wipers.

Anyway, I'd come to respect the bag. It was our good luck charm. But when my dad kept it close, it meant we were going to need good luck.

We drove through the city center, heading east toward my grandparents' flat. We passed the golden gates of Buckingham Palace, the big stone column in Trafalgar Square. London is a pretty cool place, but after you've traveled for so long, all cities start to blend together. Other kids I meet sometimes say, "Wow, you're so lucky you get to travel so much." But it's not like we spend our time sightseeing or have a lot of money to travel in style. We've stayed in some pretty rough places, and we hardly ever stay anywhere longer than a few days. Most of the time it feels like we're fugitives rather than tourists.

I mean, you wouldn't think my dad's work was dangerous. He does lectures on topics like "Can Egyptian Magic Really Kill You?" and "Favorite Punishments in the Egyptian Underworld" and other stuff most people wouldn't care about. But like I said, there's that other side to him. He's always very cautious, checking every hotel room before he lets me walk into it. He'll dart into a museum to see some artifacts, take a few notes, and rush out again like he's afraid to be caught on the security cameras.

One time when I was younger, we raced across the Charles de Gaulle airport to catch a last-minute flight, and Dad didn't relax until the plane was off the ground, I asked him point blank what he was running from, and he looked at me like I'd just pulled the pin out of a grenade. For a second I was scared he might actually tell me the truth. Then he said, "Carter, it's nothing." As if "nothing" were the most terrible thing in the world.

After that, I decided maybe it was better not to ask questions.

My grandparents, the Fausts, live in a housing development near Canary Wharf, right on the banks of the River Thames. The taxi let us off at the curb, and my dad asked the driver to wait.

We were halfway up the walk when Dad froze. He turned and looked behind us.

“What?” I asked.

Then I saw the man in the trench coat. He was across the street, leaning against a big dead tree. He was barrel shaped, with skin the color of roasted coffee. His coat and black pinstriped suit looked expensive. He had long braided hair and wore a black fedora pulled down low over his dark round glasses. He reminded me of a jazz musician, the kind my dad would always drag me to see in concert. Even though I couldn’t see his eyes, I got the impression he was watching us. He might’ve been an old friend or colleague of Dad’s. No matter where we went, Dad was always running into people he knew. But it did seem strange that the guy was waiting here, outside my grandparents’. And he didn’t look happy.

“Carter,” my dad said, “go on ahead.” “But—

”

“Get your sister. I’ll meet you back at the taxi.”

He crossed the street toward the man in the trench coat, which left me with two choices: follow my dad and see what was going on, or do what I was told.

I decided on the slightly less dangerous path. I went to retrieve my sister.

Before I could even knock, Sadie opened the door.

“Late as usual,” she said.

She was holding her cat, Muffin, who’d been a “going away” gift from Dad six years before. Muffin never seemed to get older or bigger. She had fuzzy yellow-and-black fur like a miniature leopard, alert yellow eyes, and pointy ears that were too tall for her head. A silver Egyptian pendant dangled from her collar. She didn’t look anything like a muffin, but Sadie had been little when she named her, so I guess you have to cut her some slack.

Sadie hadn’t changed much either since last summer.

[As I’m recording this, she’s standing next to me, glaring, so I’d better be careful how I describe her.]

You would never guess she’s my sister. First of all, she’d been living in England so long, she has a British accent. Second, she takes after our mom, who was white, so Sadie’s skin is much lighter than mine. She has straight caramel-colored hair, not exactly blond but not brown, which she usually dyes with streaks of bright colors. That day it had red streaks down the left side. Her eyes are blue. I’m serious. Blue eyes, just like our mom’s. She’s only twelve, but she’s exactly as tall as me, which is really annoying. She was chewing gum as usual, dressed for her day out with Dad in battered jeans, a leather jacket, and combat boots, like she was going to a concert and was hoping to stomp on some people. She had headphones dangling around her neck in case we bored her.

[Okay, she didn’t hit me, so I guess I did an okay job of describing her.]

“Our plane was late,” I told her.

She popped a bubble, rubbed Muffin’s head, and tossed the cat inside. “Gran, going out!”

From somewhere in the house, Grandma Faust said something I couldn’t make out, probably “Don’t let them in!”

Sadie closed the door and regarded me as if I were a dead mouse her cat had just dragged in. “So, here you are again.”

“Yep.”

“Come on, then.” She sighed. “Let’s get on with it.”

Appendix H
Results from ER test
Group 1

Student	Identification of content	Generate Questions	Understanding Text structure	Summarizes	Analyzes text	Monitors comprehension	Grade
Burgos Daniela	3	5	1	0	0	1. Read the first or last line- 2. I prefer to search the dictionary- 3. which is the main idea- 4.-First with the title and second with the main idea.-5.medium	1,7
Cardenas Anderson	5	5	2	0	4	5.-low	3,0
Chavez Vanessa	6	5	3	3	4	1. I usually read the first line and the last line of the first paragraph. 2. I ue to continu the reading, and tried to catch the meaning with the coherence of the phrase. 3. I take the most important things from each paragraph. 4. Think about what happened in the situation. 5. Medium	4,4
Coronell Camila	3	3	2	0	2	0	1,9
De la Hoz Maria José	5	2	4	0	1	0	2,3
Fragozo Melissa	3	5	2	3	5	1. I search in the first line of the paragraph-2. I use the dictionary or transator. 3.- I write what I understood from the story- 4. I try to understand that say text for I I will can infer. 5.- Medium	3,9
Guerra Mateo	5	5	3	3	5	1. Read the first line of the paragraph and also the end. 2. Depending on the context infer the meaning 3. organize important events in chronological order 4. I do not use a method 5. Low, because usually don't read texts in english.	4,5
Guevara Hernando	4	3	1	0	1	1. read the first paragraph, because almost always the main idea it is in the first sentence. 2. read all the story, because always the paragraph present the definition of the word. 3. extract the main idea in each paragraph. 4.	1,6

						understand the text and what says me with the keywords. 5. Medium because some word, I don't understand.	
Leal Hermes	0	0	0	0	0	0	0,0
Marquez Alejandro	4	4	1	3	2	1. I find sometime. 2. I found at dictionary. 3. I always use what can. 4. I infer with the informatin of the text and my knowledge. 5. Medium	3,0
Mendoza Dolcey	6	5	4	3	4	1. I search he first line. 2. I follow with the stor to try to understand it. 3. I try to imagine all the thring that I read 4. I try to imagine all the thring that I read. 5. I see coherence of the test. 5. Medium	4,7
Patron Paola	3	5	1	0	3	0	2,3
Polo Eduardo	6	4	2	0	4	1. I read the first or last sentence. 2. I try understand reading the text, if definitely I don't understand the vcabulary, I use the doctionary or word reference. 3. Define the most important in the text. 4. Generally I a bad for this. I try understand the text for give a correct answer. 5. Medium	3,0
Ponton Marla	5	5	2	3	5	1. Reading and understanding the whoe text-2 I search in the dictionary 3.-Summarizing what I read 4.-I read all the text 5.- Low, because I don't understand all the vocabulary	4,2
Rebolledo Daniel	4	5	4	3	4	1. I try to search the keys words. 2. I search in the dictionary. 3. I find the main ideas 4. I use logic and imagination. 4. Medium	4,4
Rodriguez Deison	4	3	1	0	0	2. Search on the dictionary-5. Medium but this text is complex to read	1,4
Salazar Sebastian	2	1	1	0	0	1. This complicated for my the reading was dificult. 2. This comlicated but no formal. 5. low because i don't learn language easily.	0,7
Soraca Keiner	6	5	2	3	5	1. I read the first line. 2. I tried to follow and understand it whit the context. 3. Remember things that are important. 5. Medium-high	4,4
Suarez Cristian	5	5	2	0	4	0	3,0
Tordecilla Lina	0	0	0	0	0	0	0,0
Vega	3	5	1	3	5	1. Highlighted it and based mine understanding about	3,7

Valeria						it. 2. I use the dictionary. 3. Highlighted the most important ideas, and then read again the ideas. 4. use my understanding and reasoned for the text. 5. medium.	
Zapata Cristian	3	4	1	1	3	1. I try to understand the first paragraph completely. 2. I try to understand the story but I don't search the words in the dictionary that I don't understand. 5. Medium, because I don't practice reading but I know some things for to reading.	2,4
Average	3,9	3,8	1,8	1,3	2,8		2,7

Group 2

Student	Identification of content	Generate Questions	Understanding Text structure	Summarizes	Analyzes text	Monitors comprehension	Grade
Gomez Marianna	6	5	3	0	1	1. The main idea is difficult to find. 5. medium the text is condised but is nice. Is interesting.	2,8
Barranco David	4	1	1	0	2	1. In the first page of the book. 2. Read all the lines. 3. Memorizing and read again for understain all the text. 4. catch the main idea. 5. medium, but I need practice on my way of write.	1,4
Cervantez Carlos Antonio	7	5	3	3	4	1. Read the first line and each paragraph. 5. I think medium is right because sometimes I can understand so much of the test and can't give the right answer to some easy question, I think.	4,6
Paez Erika							0,0
Gutierrez Luis	5	5	2	3	2	1. Compare the ideas and search the most important. 2. try to see the context and understand 4. follow the text organization and don't distract me 5. medium-low because I don't have much vocabulary	3,6
Jimenez Andres	3	5	1	0	2	1. The first paragraph, first words. 2. Create a relation with the all text and make inferences. 4. I see the little details. 5. medium.	2,1
Jimenez Vincent	4	2	0	0	1	5. I think low	1,2
Mejia	6	5	3	3	4	1. Read the first and the	4,4

Adrian						last line of the text. 2. I usually skip the words and put them in a context. 3. the main idea. 4. thinking about the line of the story. 5. Medium	
Ordoñez Maria Paula	6	3	4	0	1	1. I read very times. 2. I'm try put in context the word. 3. I don't know what is the meaning of summarize. 4. read and search the main idea. 5. low because very words I don't know and I fell confusing.	2,7
Pabon Francisco	4	2	0	3	4	1. read the first line in the paragraph. 2. Read the context or next line and find other idea.	2,8
Palacio Rafael	4	5	3	3	4	1. I reading the first and last sentence of the paragraph. 2. I tried find the concept per logical inference of the sentence 3. I create point in the story that I use who reference. 4. I ask me on my mind for something 5. I believed on my skill with hope, but I had low skills.	4,1
Restrepo Meira	6	5	4	3	4	1. Read the title. 2. I try to find the logic in he sentence, find synonyms by context. 3. Read, analyze and write main ieas of each paragraph 4. I just take the main ideas and try to find hide information by context. 5. Medium	4,7
Rodriguez valeria	7	5	3	0	4	1. Follow the reading 2. I try to understand the word with the context. 3. read the first line of each paragraph 4. read the first line or scann 5. medium.	3,6
Ruiz Ivan	3	5	0	0	4	1. First had the topic, and read the first and finally partof the paragraph. 2. I try read the another words, so I try know the topic in the text. 3.I use the compresing, and focus in the word more important in the text 5. medium, I know any word and structure, but I have than to practice.	2,2
Soto Shirley							0,0
Torres Andrea	5	3	1	0	5	0	2,6
Vacca Wendy	6	5	4	0	4	1. to read the text twice. 2. to try of identify the meaning with the context. 3. to imagine scenes from the story.	3,7

						5. low	
Vega Perez Javier Daniel	6	5	1	0	4	0	2,9
Velazquez Maria	6	4	4	3	5	1. I pay attention to the paragraphs and I see the main idea. 2. I read all the paragraph and I understand. 3. In the summarize the information was incomplet. 5. medium.	4,7
Yenery laura	6	5	3	0	4	1. read a little paragraph of the text. 2. read the next word and stay in context. 3. imagine the story in my head. 4. keep reading and find more information. 5. medium, I understand the text.	3,4
Yepes Maura	6	5	4	3	4	. Read the text and fnd the paragrah that talk about what is about the text. 2. put it in context. 3. I read all the text and put the most important information in the summarize. 4. I iner the information by carter's ideas and histories 5. medium	4,7
Average	5,3	4,2	2,3	1,3	3,3		2,9

